

R E P O R T R E S U M E S

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A NEW LOOK AT THE VOCATIONAL PURPOSES OF HOME ECONOMICS EDUCATION, CONFERENCE PROCEEDINGS (UNIVERSITY OF ILLINOIS, MAY 6-10, 1965).

ILLINOIS UNIV., URBANA, DIV. OF HOME ECON. EDUC.

PUB DATE

63

EDRS PRICE MF-\$0.50 HC-\$4.40 108P.

DESCRIPTORS- *CONFERENCES, HOME MAKING EDUCATION, OCCUPATIONAL HOME ECONOMICS, SPEECHES, *FEMALES, *EDUCATIONAL OBJECTIVES, TEENAGERS, DROPOUTS, TEACHER EDUCATION, RESEARCH NEEDS, *HOME ECONOMICS EDUCATION, HIGH SCHOOLS,

APPROXIMATELY 60 HOME ECONOMISTS, EDUCATORS, STATE STAFF MEMBERS, CITY SUPERVISORS, SELECTED HIGH SCHOOL TEACHERS, AND ADMINISTRATORS IN ILLINOIS AND SURROUNDING STATES ATTENDED A CONFERENCE TO (1) TAKE A NEW LOOK AT THE CHANGING ROLES OF WOMEN AND THE TEEN-CULTURE TODAY, (2) RETHINK THE VOCATIONAL PURPOSES OF HOME ECONOMICS AT THE SECONDARY LEVEL, AND (3) DETERMINE SOME DIRECTIONS FOR TEACHER EDUCATION. SPEECHES WERE (1) "THE AMERICAN WOMAN TODAY--AS A SINGLE WOMAN" BY MARIAN SHELTON, (2) "AS A WIFE AND MOTHER" BY SHIRLEY M. CLARK, (3) "AS A CITIZEN" BY MARIANNE FERBER, (4) "AS A WAGE-EARNER" BY JACOB STERN, (5) "TEEN CULTURE TODAY--AN OVERVIEW" BY DON W. RAPP, (6) "THE 'TEEN-AGE' CONSUMER" BY KATHRYN S. POWELL, (7) "THE HIGH SCHOOL DROP-OUT" BY MERLE B. KARNES, (8) "OPINIONS OF HOME ECONOMICS SUPERVISORS ON THE WAGE-EARNING EMPHASIS IN HOME ECONOMICS EDUCATION AT THE SECONDARY LEVEL" BY GLENNA BLUNIER, (9) "COMMONALITIES IN VOCATIONAL EDUCATION" BY WILLIAM SCHILL, (10) "IS THERE A NEW VOCATIONAL PURPOSE IN HOME ECONOMICS EDUCATION" BY DOROTHY LAWSON, AND (11) "QUESTIONS FOR YOUR CONSIDERATION" BY RUPERT EVANS. IMPLICATIONS FOR TEACHER EDUCATION RELATED CHIEFLY TO THE OCCUPATIONAL PREPARATION PHASE OF THE PROGRAM. A SUMMARY OF GROUP DISCUSSION LISTS NEEDED RESEARCH, INTERMEDIATE GOALS AND NEXT STEPS, AND IDEAS FOR LONG RANGE DEVELOPMENTS. (MS)

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CONFERENCE PROCEEDINGS

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A NEW LOOK AT THE VOCATIONAL PURPOSES OF HOME ECONOMICS EDUCATION

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May 6 to 10, 1963

University of Illinois
Division of Home Economics Education
Department of Vocational-Technical Education

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A NEW LOOK AT THE VOCATIONAL PURPOSES OF HOME ECONOMICS EDUCATION

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A NEW LOOK AT THE VOCATIONAL PURPOSES OF HOME ECONOMICS EDUCATION CONFERENCE PROCEEDINGS

The University of Illinois, through the facilities of its Division of Home Economics Education and the Division of University Extension, sponsored this conference which was held May 6 to 10, 1963 in the Union Building on the Champaign-Urbana Campus. The objectives of the conference were:

- To take a new look at the changing roles of women and to explore the implications for the home economics program in the secondary schools.
- To take a new look at 'teen-culture today and the implications for home economics education at the secondary level.
- To re-think the vocational purposes of home economics education at the secondary level.
- To determine possible directions for teacher education in the light of the conference findings.

The idea for the conference developed from an increasing concern about the vocational purposes of home economics education on the part of the Home Economics Education staff of the University of Illinois. As they deliberated in staff meetings about the possible directions that home economics education might take, they decided that it would be helpful to set aside a week for some explorations in depth into the questions of vocational purposes and those matters related to these questions - in particular, the changing roles of women and 'teen culture today.

Recognizing that their concerns were shared by others in the field, they decided that a pooling of ideas among home economics educators in the area might be helpful to all concerned. Hence, the decision to hold the conference and to invite consultants who had already given some thought to the questions under consideration was born! All of those who were asked to serve as speakers and consultants readily agreed to participate. Mr. Norman Johnson, of the Division of University Extension, gave generous assistance in setting up plans for the conference.

Due to limited facilities for holding conference sessions, it was necessary to limit attendance. Invitations were sent to home economics educators, state staff members, city supervisors, and selected high school teachers and school administrators in Illinois. Invitations were also issued to members of the Vocational-Technical Department of the College of Education, University of Illinois, and to teacher education personnel in states surrounding Illinois. Approximately sixty persons attended at least one session of the conference.

--Elizabeth J. Simpson, Chairman
Division of Home Economics Education
Department of Vocational and Technical Education

First general session, Monday evening, May 6.

Topic: The American Woman--Today and Tomorrow: A Symposium

Introduction:

Significant changes in the roles of women have taken place in recent years -- and are still taking place. "Those concerned with education for women have been very alert to see in the changing roles.. implications for education at college and adult levels. If it is at the high school level that differentiation starts for the preparation for the special roles of men and women, does it not follow that there are also implications in these changing roles for educational programs, particularly in the area of home and family living, at the secondary level?"¹

At the first general session of the conference, four speakers dealt with the following roles assumed by American women: single woman, wife and mother, citizen, and employed person. They concerned themselves with the nature of the roles today and in the foreseeable future, the positive aspects of these roles, and the problems inherent in them.

Discussion groups on Tuesday considered the educational implications for the secondary school home economics program.

¹ Simpson, Elizabeth, "Selected Issues and Problems in Secondary Education - How Are They Being Met?" Journal of Home Economics, Vol. 55, No.1, January, 1963, p.13.

THE AMERICAN WOMAN--TODAY AND TOMORROW:

AS A SINGLE WOMAN

Dean of Women
University of Illinois
Mirian A. Sheldon
Dean of Women
University of Illinois

The changing role of women in American society may be the mark of the twentieth century--greater even in impact than the technological-automation revolution. Early marriages, better health of women, greater longevity of women, mobility of population, shortages of skilled manpower, shifts from rural to urban living, and changing concepts of Man have all combined to produce a new society, a new education, and newer roles for women. The spotlight has been turned on women. Analysis of magazine articles, books, TV and radio programs shows most of the attention directed toward married women with only a few directed toward the woman who remains single. Yet the cold statistics of the Bureau of the Census show 12,764,000 single women, aged fourteen and over, in the United States in 1961. In November, 1960, women of voting age outnumbered men by over five million. Today one in seven girls will remain single according to demographers. To those who never marry must be added another three and one-half million widows, divorcees and wives separated from their husbands. These statistics are out of date even before published, but the trend is unmistakable.

Society, however, still treats the single woman as a minority, which she is, and with the majority's tactless lack of consideration. The terms "old maid" and "spinster" or "maiden aunt" have largely disappeared, but each of us has been called "Mrs." followed by "oh" when we have quietly said "Miss" to salesclerks, students, parents, and even single compatriots. As a minority, the single woman has to work harder to achieve success, social acceptance, and financial equality than her sisters. Actuarial tables, inheritance laws, dependents' eligibility and household expenses for income tax purposes, vacation policies, all favor the institution of marriage. As a minority group, single women take on identifiable characteristics at times similar to that of the Negro or the Jew--aggressiveness or humbleness, bitterness or flaunting gaiety, but like every minority--they are "nice people when you get to know them as persons."

Like all persons, the single woman has a need for interpersonal relationships. She loves her family and shares its joys and sorrows. She cares for aging parents, and is expected to do so even at great personal cost. She loves her family "once removed," the neices and nephews, children of her brothers and sisters. But in our mobile society, she may not be the warm happy refuge, or sometimes rugged disciplinarian, of an earlier generation.

She forms close friendships with women as co-workers, in cooperative living arrangements, and for social interchange.

Because women are working mainly in traditional fields of work open to women, they tend to cluster. Seldom do we find one woman working with a group of men. Because of living costs and the rarity of true "loners," women share apartments and houses. It is cheaper--especially with present tax laws; food for one is difficult to prepare and often wasteful; household chores with a full-time job are burdensome, and living with someone provides the "give and take" comradeship with another human being. The simple cooperativeness of sharing chores, sharing troubles, sharing happiness, produces many of the interpersonal relationships usually attributed only to marriage.

A Catholic educator has predicted that eighty per cent of a married woman's life is spent with other women. Dependent upon her age, at least eighty per cent of a single woman's social life is spent with other women.

The single woman, perforce, or unless she shows great ingenuity, will be playing bridge with women, going to theatre and concerts with women, going even to baseball games with women. Unlike the married woman whose daytime social life is almost wholly with women but whose evening hours are in mixed company, the single woman may spend her day working with men, but rarely sees them after five. It would appear that the married woman most often subjects the single woman to match-making situations as artificial as dime-store flowers or ignores her completely in any but "duty" situations. Must society always balance the numbers and hostesses invite guests in the manner of Noah's ark--"and the animals came in two by two--the elephant and the kangaroo"?

The single woman develops interpersonal relationships with men in varying patterns as she grows older, but for the moment, consider only work. The single woman today works with men longer hours and more fully than in any previous time in American history. She shares the satisfactions and disappointments of the job and the business of which she is a part. Dependent upon the level of her job, she may find full acceptance or begrudging admission. She may find herself the head of a division in an aircraft factory, as did a friend of mine, only to be excluded from the executives' parking lot. She may be fully accepted by the boss as his administrative assistant only to find junior executives on her job level resentful of her admission to the executives' dining room. She may be ready for promotion but denied the opportunity because she may marry one of these days. Yet for all the cultural lag, she does associate with men more equally on the job than in social situations.

The last area of interpersonal relationships is that with children. The single woman must make a genuine effort if she is to know children as human beings. Often she is cut off from knowing them by the very exclusion factor referred to previously which limits her contacts with married people. The quicksilver changes of mood, the stark realism, the gaiety and unexpectedness of children's responses are lost to her. Without these contacts the single woman gradually finds herself limited to her own age group.

Social patterns for single women shift sometimes dramatically and sometimes almost imperceptibly as she passes from one age group to another. As a child, the girl may play with dolls or climb roofpoles. In school she competes with boys for good grades. But as young womanhood arrives she is expected to focus her attention on dating and marriage. Sometimes parents push her to early dating. Mothers fear unattractiveness as they would a

disease. Femininity and marriageableness are one. And at early or late adolescence most girls marry. From early equality to the "date bait" stage is confusing, but her own desires keep pace with cultural expectancy. Only a few girls focus on careers before twenty-five.

But twenty-five and then thirty slip up on a young woman and she sees most of her friends marry. Presentiments of the future strike her and she enters the clutch period. (Sometimes in coeducational colleges, the clutch occurs in the senior year when pinnings, engagements, and marriages are all around her.) To remain poised and sure of her own self is difficult especially if she wants to marry. Many will settle for any man; others wait for the right man--who may never seek her out. I know no single woman who has not had at least one proposal, but I know many who were not asked by the right person at the right time. But our society still demands that she be sought after and frowns upon her if she actively pursues. Parenthetically, society permits her to practice deceit in "capturing" her man.

As a single woman realizes that she probably will not marry, she regroups her social life, her career, and her plans. She always leaves the door open and she often delays decisions about the future, but one day she realizes that life can be full and interesting and that she can shape her destiny. Acceptance of the reality of singleness, especially when unsought and undesired, is probably the greatest psychological adjustment a woman makes. This adjustment is not made easy by society for few people treat her with understanding or look upon her as a whole person. Even she often thinks she's settling for second best and does the best that she can with "failure."

With the middle years, the single woman often comes into her own. She can plan her own social life; she can invite married couples, women, single men or children to social functions as she chooses. Her job usually reaches a satisfactory peak or she has accepted its limits. She can treat herself to small luxuries. She can travel. She may have picked up a few eccentricities on the way but she has also learned to make herself an interesting person.

And about this time she finds that many of her friends who married are becoming widows with the pain and helpless loss and dependency with which death terminates a marriage. Often her sympathy is rejected because she can't possibly understand what marriage has meant. But widowhood often brings realization of the thoughtlessness married women have shown toward single ones. To the credit of most single women, their earlier self-acceptance has prepared them for the aloneness which shocks the widow. Thus the single woman can treat the widow gently and with understanding as she adjusts to being alone.

From the time a young woman starts a job, often in her mind only temporary, until she decides she probably won't marry, she probably lives a makeshift life. Her work is temporary; her living arrangements are temporary. Gradually her attitudes shift. She often discovers she likes to work. She enjoys her paycheck and wishes it were larger. She gives of herself to the job. Unlike the married woman who enjoys the accomplishments of her husband and children vicariously, she derives direct satisfaction from her own efforts. Like the man, she works to meet her own needs. At the same time she must provide for her own living arrangements. If at times she appears

not to focus full attention on her work, it may be because she is wondering if she can possibly get to the cleaners or cobblers and grocery before stores close. Probably no average husband appreciates his "housekeeper wife" as much as a working woman appreciates her contribution to his job. Laundry, car repairs, house cleaning, home deliveries, meals, clothing, all take time. What working woman hasn't fumed when she has stayed home to accept delivery on a rug or to await the plumber, or to let the painter in and hours pass with no workman in sight? What woman hasn't gone to bed without a proper meal because she was too tired to prepare it? What working woman can find a laundress who washes lingerie? Single women would welcome with open arms a housekeeper who would perform the myriad of chores which distract her from her job and which add at least twenty hours to her working week. As one friend remarked, while getting ready to go to a professional meeting, "I can either get ready to go to the convention, or I can go, but I can't do both." Single women would agree heartily that "wives" are very necessary to full job performance.

In an earlier society, unmarried women remained in the parental home and performed useful services to the ongoing family unit. Her life was as sheltered as a wife's. A "nice" lady lived by rules. Sex wasn't mentioned outside the bedroom and never in mixed company. "Bad" women existed, but their roles in society were as carefully prescribed as a spinster's. Freud and Dr. Kinsey, plus two world wars, have done much to change society and the patterns of women's lives. Social classes have largely disappeared. Education has been available to women. Mobility and work have taken women away from home and to new communities. America has advertised sex and the cult of immediate gratification or satisfaction to its own people and the world. Marriage occurs early and often after premarital sex exploration. Those who do not marry are asked most impolitely over and over again, "Why don't you marry?" and as time marches on only the tense shifts. As sex is discussed openly and freely and as it is described as naturally, to be sought to free one from inhibitions, and as the core of marriage, the single woman then becomes suspect of abnormality. Is she "normal"? Or more positively, is she "frigid and frustrated," "scared, unloved and lonely"? Or, conversely, is she a nymphomaniac--a term rarely applied to married women. She is said to have succumbed to the "unhappiness" disease in which she seeks out man after man but cannot establish a satisfactory relationship, sexual or otherwise, with any one. Some single women even are described as foolish virgins hoarding their virginity uselessly.

Freud made the single woman suspect but she has always been caricatured. She was "good" but lived in sexless respectability or she was "bad" and was denied normal social relationships. Later literature portrayed her as the consistent loser. Back Street and the "other woman" stories evoked patronizing sympathy for the lonely woman who spent her love always waiting for the telephone. Today's magazines reveal her as "the perfect secretary" who loves and loses her boss who, after straying, returns to his wife at home.

Today a rash of writers is appearing who ask why should the man-woman relationship be platonic outside marriage vows? Two such books are The Single Women by Phyllis Rosenteur and Sex and the Single Girl by Helen Gurney Brown. Though their solutions may appear attractive to the single woman by their easy answers to age-old questions, these "solutions" raise questions as does the imminent reality of the "sterility pills." If nothing more, these books will cause a re-examination of the marriage relationship and existing morality. If the strength of marriage is the

everdeepening relationship between two people and if it is the foundation of the family unit, what will happen if the sexual relationship becomes commonplace? Will the pendulum swing to a new morality or to a reaffirmation of the old? Will interpersonal relationships in their infinite variety be redefined and the terms eroticism, sex and love regain their distinctness?¹

In conclusion, the single woman is a part of society. She is a person, a social being, a citizen and a wage-earner. Her role needs to be understood by parents, teachers, and young people and most of all by the single woman herself.

¹J.B. Priestley, "Speaking Out--Eroticism, Sex and Love," Saturday Evening Post, April 27, 1963, pp. 10 and 14.

THE AMERICAN WOMAN--TODAY AND TOMORROW:**AS WIFE AND MOTHER**

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I. Emergent Marriage and Family Values

Basic to all of man's social institutions, and in many ways the most remarkable and universal, is the family. In the mainstream of American life, it is evident that marriage and family patterns have undergone vast changes since the earliest, or colonial, period. Our modern philosophy of female equality is without precedent in world history and implications for the family are far-reaching. Woman now exercises choice in marrying and fulfilling her childbearing and homemaking roles--she is not destined regardless of volition to be the incumbent of these roles.

The "women's rights movement," allied with the urbanization and industrialization processes, was largely responsible for bringing about an improvement in the status of women. The woman as wife has a legal personality, she is more likely than males her age to graduate from high school (approximately one-third of the college graduates in a given year are women), she has entered almost all the employment fields even trespassing into those labelled "for men only." Indeed, the historic elevation of her status has been so rapid, some (males, no doubt), allege she is now "more equal" than men.

Emancipation of women has benefitted the marriage institution in that with her improved educational level, the wife of today is better equipped to provide companionship or colleagueship to her husband since she shares at his level. And with her improved occupational skills, marriages may be strengthened or even preserved through her financial contributions in the advent of crisis.

On the other hand, emancipation's effects have been bitter-sweet. Reality requires our admission that the term "housewife" signifies relatively low status, as compared to many career jobs open to women, even though running a home properly precludes a high level of skill. As a result, the institution of marriage is in competition with other career choices. The vast number of employed married women attests to this.

Equal education has posed an obvious marital problem, namely, how to reconcile the stimulation of an academic experience with the press of household duties and maternal obligations which confront most married women. Written documents in Mirra Komarovsky's Women in the Modern World pose this dilemma:

I am really worried about my intellectual stagnation. I find myself unable to concentrate upon any abstract problem. With three young children and only occasional help I am seldom alone and when the few minutes of leisure do come I am either too exhausted for serious reading or have to do something else. I was shocked to realize that I had to ask my husband how to vote because I merely skimmed the headlines and didn't know what was going on.

The plunge from the strictly intellectual college life to the 24-hour-a-day domestic one is a terrible shock, and it is no wonder that we stagger through the first few years of child rearing wondering what our values are and struggling to find some compromise between our intellectual ambitions and the reality of everyday living.¹

That these problems have only theoretical meaning for unmarried girls was demonstrated in the Empey survey which reported less than ten per cent of the respondents favoring employed careers.²

In addition to the dilemma cited, the average wife today begins her marriage with relatively little preparation for her tasks. She has little training in the technical knowledge of domesticity, and even less conditioning through apprenticeship to her own mother to the attitude that household duties creatively and responsibly discharged warrant taking pride in. Probably most wives do acquire the necessary skills during the first few years of marriage, but these first years are the most precarious and divorce-prone. Studies like those of Weiss and Samelson, which find that the percentage of women "who refer to housework as a role which makes them feel useful and important" decreases with increasing education, lend credence to the notion that American women are "over-emancipated."³ While there is no serious suggestion that we revert to a patriarchal marriage system, it would seem expedient to formulate a conscious policy whereby the status of homemaker is raised to a more favorable position. Komarovsky delineates this problem when she says that

what defeats our appeal to women to find dignity in domesticity is the fact that our society is saturated with other values . . . It used to be possible to maintain a system of values for women only and to insulate them against the dominant masculine goals of society. But . . . the sharp demarcation between the feminine and masculine goals has greatly changed.⁴

Change of functions in today's family is conspicuous in the economic, educational, religious, recreational, and security (health agencies, insurance protection, police and fire services, etc.) areas. The urban sector, moreso than the rural sector, of our society is not so "family minded" as formerly, the tendency being to regard oneself primarily as an individual and secondarily as a family member. Family traditions and sentiments are difficult to accumulate under today's urban family system; the number of children is small, and when they marry, the chances are good the children will be mobile and live some distance from their parents' home. Candidly, some family and in-law ties are considered burdensome to the interests and life-style of the young couple.

The criteria of marital adjustment have changed concomitantly with the institutional functions of the family. Where traditionally factors of permanence, children, community respect, and economic well-being implied marital success, we now add to these such factors as mutual personality development, sexual compatibility, common interests, and affectional relationships. Thus the good marriage seems to incorporate both innovating and consolidating forces. Yet we may query at this juncture--is it realistically possible for a given marriage to achieve and satisfy these great and diverse expectations?

II. Initiating Marriage as a System of Roles

It is probably more accurate to articulate twentieth century change in masculine-feminine roles not as reversal, but as readjustment forced by the exigencies of modern life. Roles now overlap rather than enjoy distinct allocations. Role concepts should be flexible; there are diverse definitions of male-female roles in life today and appropriateness of role depends upon the adaptability of the partners and the circumstances of their lives. Set and rigid ideas based upon one's family patterns may contribute to marital discord.

Some theories on conflicts arising from inconsistencies in the attitudes of both men and women concerning roles have been developed by Clifford Kirkpatrick.⁵ His hypothesis is that both sexes are inconsistent--women tend to want to have the rewards and privileges of several major roles, such as wife, mother, companion, lover, partner, while accepting the obligations of only one. And men are disposed to want their wives to accept the obligations of several roles while they are willing to give them the rewards of only one or two. In reality this means that some wives expect to be treated as though they were the mothers of several well-brought up children in a well-kept home, although they have no children and actually contribute little to the comfort, well-being, or economic success of their husbands. Other wives may rear children, carry the full load of homemaking, and additionally, earn almost as much as the husband does, without receiving any special recognition from their husbands. Naturally it is easy for husbands and wives to regard the distribution of obligations and privileges from different vantage points.

If one feels undervalued, or dissatisfied with the role that marriage seems to require, and the predicament of the modern wife-mother is relevant here, that one may retaliate by subtly undermining the mate's self-esteem and satisfaction with his or her own role. Presumably such retaliation is without rational intent; however, it may be effective in undermining the mate's self-confidence and puncturing his ego. The result may be vague and mounting marital nausea and a growing dissatisfaction with the relationship.

Initiating mother-father roles is secondary to the initiation of wife-husband roles and the success of playing the parent role is directly related to success in performance of the marriage role. Ideally, mothers and fathers play similar roles, uniting love and discipline in their individual and collaborative care of the children. Career mothers spend a great deal more time with their children than fathers, but the quality of the relationship cannot differ greatly if childrearing is to be most effective. Career mothers lack the safety-valve of other occupations--time at home away from the job. Some are able to relax and forget the pressure of work by physical

escape from the house. Others can philosophically let housework slide occasionally while they relax with husband, music, or reading to maintain perspective and resiliency. Taking motherhood too seriously, as well-educated, energy-gifted career mothers are apt to, hurts the child particularly, corroding his spontaneity and initiative with "smother-love."

The father's unique contribution to family living is his freshness. When mother preaches so much the children become "mother deaf" and ignore what she says. This gives his words special authority and makes him a good mediator in mother-child conflicts. Dual parents are advantageous not only to children but also to parents themselves. The second parent provides support for the other parent's position, consultation for gaining perspective, and relief when energy ebbs and patience wears thin.

III. Some Tentative Solutions to the Dilemmas and Problems of the Wife-Mother Roles

The process of fitting a husband's and a wife's behavior into a reciprocal system never ends so long as the marriage lasts. There is good reason to teach adaptability to women since the roles to which marriage grants admission will impose more changes on them than on men. When role conflict occurs, wives also make the chief concessions. The very fact that marriage is their chief role in life gives them a greater stake in its success and concern to make it work.

As a marriage relationship matures beyond the early years when roles are initiated, honed to fit, and stabilized, it is often characterized by psychological loss, or disenchantment with the partner, and social disengagement of the partners' lives from one another. Current marriage goals and values being intangible for the most part, disappointment in the cooling of enthusiasm and romantic love is apt to be great. Suggestions as to activities directed toward the maintenance of a satisfying marital role relationship would be the following:

1. To continue marital interaction. Especially important here is continuing to talk to each other and, reciprocally, to listen to what the other says. Matching of the husband and wife through continuing phases of development requires them to keep up a running dialogue with each other as long as they live.
2. Planning new experiences. With children and without there are opportunities for travel, for making new friends, for enlarging the mind and the heart in reading and in intelligent service to others. Many wives are bored with their home and family milieu because they are bored with themselves. Retaining intellectual vitality and sense of identity is difficult for the isolated young mother in the diaper-changing routine, but correspondingly critical.
3. Making opportunities for intimacy. That children are distracting is basically inevitable but not necessarily perpetual. Temporary separations from the children, occasional escapes from the house, parental enclaves of privacy in the midst of family living, help. In the wealth of time which is scheduled for many other activities there must be time allowed to keep in love!

4. Ritualizing sentimental occasions. In a good marriage such attention to ritual is meaningful and sustaining, not farcical. Intermittently the routine of marriage should be punctuated with romantic episodes. Romantic elements have relatively little intrinsic value, but as frosting on the relationship they make it continuously attractive for the participants.

Since we are focusing on today's woman as wife and mother, it might be helpful to examine some tentative solutions to the tensions and vacuums created by the position of the modern housewife. It is realistic to search for some creative use for the talents of this substantial number of women:

1. Part-time or full-time employment. This may be a satisfactory solution for many and it is particularly appropriate for women with advanced education or specialized training, and for women whose children are launched into school.

2. Participation in voluntary activities. When not reduced to an impersonal kind of committee operation, work in churches, volunteer organizations, and political associations is self-expressive and socially useful.

3. Responsibility for development of leisure time. There is an increasing margin of leisure time which could be used for the growth and development of the family. If the woman does not take the lead in this area, it will not be done. Many possibilities exist for common projects in the family, for interesting trips, for reading aloud from good books to children, for activities which the family can pursue as a real community.

4. Realistic assessment and acknowledgement of the importance of the wife-mother-homemaker roles. As widowers with small children will attest, very few men earn enough to pay for the work that a housewife does. Most housewives match their husbands in productive work output. Those who grieve their lack of fulfillment should be reminded that their husbands may also be working at jobs which are somewhat tedious, partially routine, lacking in consistent glamor, and only occasionally, if at all, providing personal reward.

5. Creation of the climate of neighborliness. Perhaps women ought to give more attention to their contributions to informal fellowship in neighborhoods. Their creation of the fabric of communication and relationship in the community is obvious but crucial in urban areas. If the adult community does not create an atmosphere of common, rooted, consensual life in urban neighborhoods, innumerable problems are created for children in play groups, adolescents as they enter the teen subculture, and eventually for the parents.

FOOTNOTES

1. Mirra Komarovsky. Women in the Modern World (Boston: Little, Brown, and Company, 1953), pp. 106-114.
2. Lamar T. Empey, "Role Expectations Regarding Marriage and a Career," Marriage and Family Living, May, 1958, p. 152.
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**THE AMERICAN WOMAN TODAY AND TOMORROW:
AS A CITIZEN**

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Most women, single or married, are homemakers by choice or by necessity. But there is an appreciable number of women who do not wish to make a full-time career of this, and with modern conveniences and facilities it is becoming increasingly less difficult to manage a family adequately and have time to spare for other activities.

Many such women are finding jobs outside the home. In the lower income groups the main motivation for this is the need for additional income. In the middle and upper income groups, while the desire for an additional or a separate paycheck may be a factor, the wish to make a useful contribution to society, to prove her ability and to use whatever training she has are certainly important additional considerations.

However, there are many obstacles in the way of this solution. A woman may have some free time on her hands, but often, especially while the children are young, not enough of it to get a job. She is unable to look for a job except within commuting distance of her home, since the husband's job ordinarily takes precedence. She still finds all too frequently that she will be discriminated against by employers, and it is by no means uncommon for the husband himself to object to her working. Last, but not least, many women do not have sufficient training to get a job they would really enjoy.

We are left then with millions of women who have time and energy to spare and are unable or unwilling to find employment. There are four main outlets for these women:

1. The acquisition of more education. This is a wonderful solution, whether she does it informally, takes adult education courses or decides to work for a more advanced degree, for any broadening of her own horizons will inevitably help to make her a more valuable member of the family. But to a large extent it is a temporary solution. Once she has more education, she will naturally want to go on and use it.

2. Organizations which provide companionship, diversion, and perhaps a certain amount of education. Such activities provide a fine supplement to a busy and purposeful life, but are not sufficient to satisfy the woman who is looking for a cause or goal to which to devote her excess energies.

3. Organizations that provide much-needed voluntary services to the community. Our society provides great scope for such activities, and this is the solution for many women who want to put their spare time to better use than just adding to their own pleasures. Even here, however, there is

a limiting factor: the increasing evidence that many of these tasks can be performed better by professionally trained workers, who bring greater knowledge and greater continuity--if not always greater devotion--to the job.

4. This leaves the last area, and the one to which I shall devote the remaining minutes of my time: political activity. A woman in public office is still a relative rarity, and in view of the peculiar difficulties of combining a political career with family responsibilities it is hard to believe that there will be a rapid change. It is quite a different story when it comes to volunteer work both for political parties and in civic organizations promoting "good government." Men still typically provide the leadership and the "big names," but most of the footwork, the doorbell ringing, distribution of leaflets and all the other time-consuming activities so indispensable to a political campaign, is done by the women. The reason for this is rather obvious: women have the time, and they are becoming increasingly willing to take their full place in the political process.

It is surprising to realize how recently it is that women throughout the world achieved full status as citizens, at least to the extent of being able to vote. Prior to 1914 this was the case only in Australia, New Zealand, Norway, Finland, and twelve of the newer states in the United States. After that, however, progress was made rapidly. Eight more Western European countries and Canada (exclusive of Quebec) granted women the vote before the U.S. finally did in 1920. Today, only the Arab countries, three Latin American countries, Liechtenstein and Switzerland have failed to give their women the franchise.

In view of the long and brave fight of the suffragettes, it is rather ironic to note that the immediate effects of giving women the franchise was to reduce the percentage of eligible voters actually going to the polls. Because of the secret ballot no exact figures are available, but circumstantial evidence indicates that only about two-thirds as many women voted in the elections of the twenties as men. The situation has improved, but even now the best estimates are that the percentage of women voting is ten per cent lower.

There are apparently two reasons for this. The first one is that women have only gradually been accepted in their new political role. Progress was most rapid among highly-educated groups and in cosmopolitan centers. The proportion of women voting is still substantially lower among the less educated, in rural areas, and in the South. The second reason for the lower percentage of women voting is a very different one, namely that women with young children tend to stay away from the polls. This factor is more likely to remain permanent, even after increasing education and growing acceptance of the political equality of women throughout all socio-economic strata negates the first one.

Last, let us have a brief look at the women who do vote and what effect they seem to have on elections. There is some evidence that women of all educational levels are less sophisticated in evaluating political questions, but surprisingly it has been found that they are not more candidate-oriented. The fact that the least sophisticated are most likely to follow their husband's decisions in voting means, in any case, that the importance of this factor is likely to be small.

There are, however, some significant differences. There is much evidence that women occasionally vote differently on an issue, such as prohibition, or "peace." Women also consistently vote three to five per cent more Republican, which may be partly due to their higher average age because of their greater life-expectancy and the fact that the lowest percentage of women voting is in the still predominantly Democratic South and among the poorest socio-economic groups.

In closing, it might be appropriate to comment briefly on the effect that woman's expanding role as a citizen is likely to have on her effectiveness as a good homemaker. It is still frequently believed that the woman who devotes her whole life to her family is the ideal wife and mother, that any appreciable amount of her time devoted to other pursuits will be at the expense of her family. It seems to me that there are several considerations which throw considerable doubt on this point of view:

1. Providing a good environment for the family is a task that does not stop at the front door or the garden gate. Any contribution a woman can make--no manner how small--to improve her community, the country and the world, will help to make a better life for her own family as well.

2. A girl who perhaps marries a fellow student, with whom she shares many or most interests, will find herself falling behind as he goes on to graduate work or for an interesting job in the business world, while she confines her life to an area limited by the home, the grocery store and the beauty parlor. She may even find in time that her own children will out-distance her in the width and depth of their growing interests.

3. It is the woman with no outside interests of her own who is most likely to want to tie her husband and her children to her apron strings and insist on a stifling amount of togetherness.

All this is not to say that a woman who has undertaken the responsibilities of marriage and children should not place them first. I would argue, however, that a woman has responsibilities as a citizen as well, and that by neglecting these she is not only cheating her country and her community, but herself and her family as well.

THE WOMAN AS A WAGE EARNER

(outline of speech presented at Monday evening session)

Jacob Stern, Asst. Prof. Industrial Education
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- I. Introductory remarks:
 - A. The need for an integrated view
 1. The four faces of Eve
 - a. as a single woman
 - b. as a wife and mother (interesting that these two are combined)
 - c. as a wage earner
 - d. as a citizen
 2. The danger of focusing on the parts and losing sight of the totality
 3. Analysis of the sub-roles of women must eventually be followed by concerted effort to synthesize; the need to formulate a unified approach
 4. Quote from Pierre Teilhard, The Phenomenon of Man
"...Analysis, that marvelous instrument of scientific research to which we all owe our advances, but which, breaking down synthesis after synthesis, allows one soul after another to escape, leaving us confronted with a pile of dismantled machinery and evanescent particles."
 - B. Facts without Focus
 1. A plethora of statistics
 - a. women constitute 1/3 of the labor force
 - b. more than twice as many women over 35, than under 35, will be available for employment
 - c. from 1900 to 1962, the number of women in the labor force increased almost 500%
 - d. the unemployment rate for women was 6.2% as compared with 5.3% for men in 1962.
 - e. average life expectancy of women, at birth, has greatly increased
 - i. 1900--50.7 years
 - ii. 1960--74 years
 - iii. 1975--76 years
 - f. most opportunities exist for women in certain fields
 - i. service
 - ii. distribution
 - iii. professional (nursing, teaching)
 - iv. office
 - C. The question of values
 1. What constitutes the "good" life?
 2. Cultural relativism: In each culture, women have fulfilled functions which have been consistent with the social view of the "good" life.
 3. As the view of the "good" life changes, woman's role (as well as man's) changes.
- II. "Woman as a Wage Earner"--viewed from the standpoint of two major trends

- A. The short term trend: "What's past, is prologue."
 - 1. More women will be available for work
 - 2. Women will be able to work for a greater portion of their lives
 - 3. There will be fewer occupations from which women will be barred
 - 4. Women will bring higher educational attainments to the labor market
- B. The long term trend: "What's present is epilogue."
 - 1. Quote from Gerard Piel, "Consumers of Abundance," p.3
 "The advance of science has for many years been undermining the two pillars of our economy--property and work. Each at length has fallen from its place. Property is no longer the primary source of economic power, and ownership no longer establishes the significant, functioning connection between people and the things they consume. Work occupies fewer hours and years in the lives of everyone; what work there is grows less like work every year, and the less the people work, the more their product grows...Fundamental changes in the social order--in man's relationship to man--are therefore in prospect and are already in process."
 - 2. We must look at the accelerating index of productivity per worker
 - 3. Work, in the traditional sense, is on its way to becoming obsolete
 - a. automation
 - b. electronic data processing
 - c. improved materials and processes lead to rapidly improved service life of components
- C. Our danger is that we may focus exclusively on the short term trend.
 - 1. This is not to say that we ought to ignore the short term problem and pursue a course of action which will prepare us for the "Brave New World."
 - 2. We must in fact do both.
- D. What can we do about the short term trend?
 - 1. Educational programs must be re-integrated at a higher level of generalization.
 - 2. We must establish programs which will resist the obsolescence effect of the child bearing/child rearing years.
 - a. the woman completes education age 18-21
 - b. last child born, median age 25
 - c. last child in school, median age 32
 - d. 10-15 year span between termination of education and re-entry into occupation
 - 3. Must establish widespread skill maintenance programs
 - 4. Must increase the opportunities for part-time employment
- E. What can we do about the long term trend?
 - 1. We must de-emphasize the monetary reward, and re-emphasize the humanitarian incentives
 - 2. Encourage an increased interest in gratuitous social service
 - 3. The Peace Corps example is a harbinger of the needs of the future
 - 4. Begin to look with more favor at the growing ethic which sanctions constructive leisure as a proper activity for man
- F. We stand on the threshold, our backs to the future, our faces to the past. As we struggle with the compelling needs of today and tomorrow, let us not blind our eyes to the birth of a new era.

Discussion Groups, Tuesday, May 7

The American Woman- Today and Tomorrow-- Implications
for Secondary School Home Economics Education

Discussion Group A1 - Mary Ruth Swope, - leader

Topic: The American Woman as an Employed Person

1. Facts pertinent to the high school graduate as she enters the work world or continues her education for a career.
 - A. From background readings for her doctoral dissertation, the leader shared the following articles with the group:
 1. W.W. Ludeman, "Declining Female College Attendance - Causes and Implications." There is nearly an equal balance of boys and girl graduates from High School but women are badly outnumbered in college. Possible reasons are (a) the fever for young marriages, (b) ready employment for the female who is a high school graduate, (c) the current idea that high school education is adequate education for girls. The implication is that a decreasing proportion of women will enter college. (5)
 2. "First Jobs of College Women" according to the U.S. Dept. of Labor. Major occupations of women college graduates, in frequency rank order are: grade school teachers, high school teachers, nurses, junior high teachers, secretaries, stenographers, scientists, mathematicians and statisticians, recreational occupations, religious occupations, social and welfare workers, home economists and dietitians, retail-store workers, therapists, therapists, advertising and editorial assistants, bookkeeping and accounting clerks. Academically all fields are open to women; however, there still remain psychologically closed doors to women. (9)
 3. M. W. Zapoleon, "The need for teachers, nurses, social workers, librarians, home economists will increase because of our (a) growing population and (b) the growing per capita demand for all such professional services in our high standard of living" (11)
 4. Nancy D. Lewis, "What is Past is Prologue." Modern women has demonstrated that she is capable of success in practically every field, but her record in the professions is not entirely without blemish, because she has too frequently sought the privilege of admission to the professional world without assuming a comparable responsibility for completing her training and subsequently contributing to society. (4)

5. E. Dolan, "Educational Goals for High School Girls." There is a need to: (a) help girls see the long range goals and seek to obtain them rather than focusing on the immediate goals. (b) develop flexibility and adaptability in skills, experiences, outlook, and habits. (1)
6. D. Reesman, "Women - Their Orbit and Their Education." Today, women want "jobs"-- before marriage, before the children come and after they have grown, whereas in an earlier day, just a small handful of feminists wanted careers and the vast majority wanted a home. Today the entire college generation wants not a career but a job as a supplement to marriage. (8)
7. Anna L. Hawkes, "Changing Patterns in Women's Lives in 1960" The woman of 1970 we are educating today. She has been described as follows: Probably a college graduate, Wife - mother - worker, Political participant, Community promoter, Culture bearer for her society. She must be equipped to face increasing responsibilities courageously and with initiative; she must fortify herself with education, make decisions with intelligence and maturity and continue to work for a society based on freedom, justice, and mutual respect. (2)
8. Katherine McBride states that the real question is not whether she should work or not, but rather how she can plan to live to be fair to her family, her career, and her community responsibilities. (6)
9. J.B. Parrish, "Top Level Training of Women in the U.S." Prospects for the future relative to women with doctoral Degrees:
 - There will be slow growth of women's doctorates in all fields
 - Declining status relative to men.
 - Serious imbalance among the disciplines (major fields at present are Education and Psychology. (7)
- B. Facts relative to the high school girls given by the group.
 1. One hundred and seventy-five thousand high school girls dropout and marry annually.
 2. Another $\frac{1}{2}$ million drop out but do not marry.
 3. There is a large group of "mentally elite" who are lost to society because there is no concerted effort to encourage them through financial support, etc.
 4. Forty-five percent of the total high school boys and girls have an IQ of 80 or below.
 5. Girls are identifying with a "stereotype role" rather than a role as an individual. They are afraid to start out on their own to go in the the direction they may wish to follow.

6. The image that men hold about women working.
 - Women are not innately endowed with administrative ability.
 - Men's attitude about careers for women is that they have a professional opinion that women should enter a career if they have ability but their personal opinion reflects that they believe that women should be home builders.
 - Men hold the image that women will work for only a short period of time.
- C. A review of Professor Stern's paper presented another issue. "If the future holds fewer jobs what does this mean for the economy of the nation if each homemaker has the concept that she is to be a wage-earner? A fascinating discussion followed as group members shared their readings and information as to what is ahead of us in the field of automation, etc.

II. As a result of the preceding review of facts and predictions, several problems and questions were identified. They were:

- A. Girls are likely to be confused as to the direction in which their lives should go-- wife-mother-employed person? career only? wife-mother only? or other? How may we help girls understand the demands and rewards of the various roles, come to their own considered decisions regarding those that they will assume, and achieve a personally and socially satisfactory balance among those roles that they elect?
- B. How can awareness of changing social conditions and their impact on the lives of women be developed in students?
- C. How may the flexibility and adaptability required by changing role requirements be developed in respect to skills, attitudes, and outlook?
- D. How can we orient girls to the emerging roles of male and female in the home, world of work, and the larger society?
- E. Have we built up a false notion of status in connection with the "homemaker role?" Have we over-emphasized the materialistic aspects of home and family life?
- F. What are our responsibilities in respect to the high proportion of talented women who do not continue formal education beyond the bachelor's degree? (Of those who qualify for the doctor's degree, one female in 300 achieves it, whereas for men the figure is one in 30.)
- G. How can we develop the desire for continuous education for the "wife-mother-employed person role?"
- H. Would most women be better off working part-time rather than full-time?
- I. Have we built a false image of what the American home should be? Have home economists contributed to this image - perhaps unwittingly?

- J. What are the responsibilities of home economics for helping women meet the demands of their various roles? What are the contributions of other disciplines? How may coordination and cooperation be achieved?
 - K. What responsibilities should home economics assume for helping girls and women meet the demands of the "employed person" role? Should another separate avenue of terminal skill courses be added to the present vocational program or should there be an integration of learning experiences in the existing programs that would have transfer value into the work world as well as the home?
 - L. How may we interpret the present situation in home economics, with its emerging trends, to those outside the field?
- III. The possible contributions to the work world from our present vocational home economics program.
- A. In the areas of child development and family life education, preparation of the following might offer possibilities:
 - 1. Assistant in child care center. (Would it be wise for our profession to encourage industry to establish child care centers as they have established centers for feeding of employees?)
 - 2. Assistants in homes for the aging
 - 3. Assistants in nursing home
 - 4. Homemaker services (there is a need here to work on the "prestige value" or image)
 - B. Clothing and textiles - job opportunities might include:
 - 1. Alteration lady
 - 2. Neighborhood seamstress
 - 3. Assistant in making custom-made slip covers and draperies
 - 4. Clerk for yard goods departments, ready-to-wear shops, etc.
 - 5. Demonstrator or instructor with commercial concern such as sewing machine company
 - 6. Laundry worker
 - C. Home management and housing - job opportunities might include:
 - 1. Motel assistant, such as housekeeper or maid
 - 2. Clerk for household equipment
 - 3. Skilled housekeeper
 - D. Food and nutrition - job opportunities:
 - 1. Caterer - might develop own catering service
 - 2. School lunch worker
 - 3. Restaurant worker
 - 4. Food specialist, such as cake decorator, pizza-maker, salad-maker, etc.
 - 5. Assistant to home economist in business
 - 6. Assistant to dietitian
 - 7. Personal shopper
 - E. Family relationships - job opportunities:
 - 1. Receptionist in business or professional establishment
 - 2. Skilled housekeeper (See also C3)
 - F. There was a general feeling that most of the home-related occupations as they now exist, do not justify a semester's special preparation. It was believed that learning experiences in the various areas may contribute to the development of specific skills that may make for employability. Also, it was felt that the home economics teacher might help the girl develop those personal traits and attitudes that contribute to employability.

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The American Woman Today and Tomorrow---As a Citizen

Discussion Group B1 - Mary Mather, - leader

In thinking about the American woman as a citizen, the group found it difficult to confine the discussion to secondary education, but included implications for adult education as well.

They approached the topic by considering some citizenship activities of mothers during the three stages of the family life cycle. For each of these stages they discussed:

1. Kinds of citizenship activities in which a woman could herself participate.
2. How she could teach citizenship to her children at each stage.
3. Implications for homemaking education.

It was concluded that the father and mother together teach citizenship to children and that it is the responsibility of the wife not only to participate in citizenship activities but also to encourage her husband to fulfill some of these obligations.

Citizenship activities of mothers during various stages of the Family Life Cycle.

1. Responsibilities during early childhood stage.
 - a. Getting social interaction with groups engaged in "constructive" activities for the benefit of people or families in general.
 - b. Helping children understand family responsibilities as citizenship responsibilities. Helping children learn respect for law and for property with related responsibilities and obligations as well as rights.
 - c. The group felt that implications for homemaking education were in the areas of relationships and child development.
2. Responsibilities during the school-age stage.
 - a. Actively participating in selected community activities (political, service, church, school) in terms of her values, goals, energy, time, interests, and abilities.
 - b. Studying to keep pace with news, skills, and knowledge and in step with her husband and family.
 - c. Helping children with consumer responsibilities, with earning and spending.
 - d. Helping children to become participants in community activities and to have pride in the community.
 - e. Implications for adult education outside the field of homemaking as well as for parent education were seen. At the secondary level, the implications were for increased emphasis on consumer education and on understanding the relationship between values and goals and participation in community affairs.
3. Responsibilities during the stage when children are grown or when there are no children.
 - a. The non-employed woman
 1. Now has opportunity for increased participation in political and other community service projects, volunteer services, and self-development activities.

2. Needs to lead a "useful" or purposeful life after children are grown.
- b. The employed woman.
 1. What is her social responsibility in respect to employment if salary is not necessary?
 2. May need retraining for employment.
- c. Adult education may include consideration of the uses leisure - values related and social responsibility for its use, and social agencies used to assume responsibility for retraining women for employment.

It was concluded that home economists do have a unique contribution to make both in training for citizenship and in the responsibilities they can assume. As we strengthen the home, we strengthen the nation.

The American Woman Today and Tomorrow---As a Single Woman

Discussion Group C1 - Elizabeth Simpson, - leader

The American Woman - Today and Tomorrow - As a Single Woman was the topic to which our group directed its thinking. We asked ourselves several questions:

How can one (or should one) approach girls at the secondary level with the idea that they may always be a single person, that they may not marry, or that at some later stage in their life cycle, that they may again be a single person?

We did not have the answers for this question but we believe that there are several guides which may give direction.

1. Develop an awareness of the various roles that individuals may or do play in the life cycle.
2. Help students recognize that there is no one best pattern for living in our society but that there are various patterns - each in itself being acceptable and respectable. Develop an appreciation and a respect for individuals who may be following a pattern or a role other than the one that they select or are taking.
(Really - is the single state so unattractive? What does "singlehood" really mean? What are the obligations, the responsibilities involved? Are they really so different from those of the wife - the mother?
Should all girls marry? How do people feel about the single woman? Why do they feel this way?)
3. Develop an awareness that roles do or may shift for a given individual, that one individual may play several roles at a given stage in the life cycle and that role behaviors shift.
4. Help individuals develop understanding of their strengths and their limitations and how these may affect or determine their role.
5. Help students recognize that to be a person is the primary role and that we first develop the role of "a person" and then the roles of the woman, of the man, of a wife, a mother, a single person.

We believe that the generalizations to be developed in home economics are basically the same, regardless of the role an individual takes. As generalizations are developed, we may need to give more attention to applications: for example, What does it mean for this particular role? This may be done by using case situations based on various roles.

Our group then tried to look at the implications for selected areas of home economics at the secondary level.

1. Relationships (family, social, employment situations)
 - a. Regardless of whether or not a woman marries, she has family, social, and work relationships. This should be recognized, at least to some extent, in selecting case situations and class problems.
2. Housing
 - a. Most people, at some period in their adult lives, live as single persons. Problems of concern during "singlehood" may include:
 - (1) Advantages and disadvantages of living alone or with other persons.

- (2) Advantages and disadvantages of various types of housing available.
- (3) Obligations and responsibilities when one lives in the home of others.
- (4) Factors to consider in selecting a home for one - or for a "social family" of two or more.
- b. Some class consideration might be given these problem areas.
- 3. Management
 - a. The single person may have some special problems related to time management and use of money. These might be given some limited consideration in a home economics class.
- 4. Food and nutrition
 - a. Some consideration might be given such questions as: What are the advantages and disadvantages of eating out or preparing your own meals if you live alone? How may nutritional needs be met in both situations? What are the special management problems involved in in preparing meals for one?
 "Meals for one" might be a topic for one lesson for adults or high school seniors.

The conclusion of the group was that whereas a unit of study on the role of the single woman would be an absurdity, to ignore the possibilities that a number of our students are likely to lead single lives, or be "single" for some period of their lives, is unrealistic. Carefully selected single women who are successful in their careers and personal lives, as resource people, case situations involving single women (for example, the single career girl selecting a place to live in a new location), and some examination of the research on the lives of women and their role expectations might be included in a home economics program geared to the realities of today's world.

The American Woman Today and Tomorrow---As Wife and Mother

Hazel Spitze, - leader

Our group listed some of the changes in the wife - mother role:

1. The role as wife and mother may be a part time job today with another role added for self-satisfaction or to meet financial needs.
2. There has been a change in society's attitude toward individuality, family solidarity, and parental responsibility. Early marriages have brought early parental responsibilities along with a lack of maturity for the role to be assumed.
3. With more goods and services purchased there is less time required by the homemaker to produce.
4. The various stages in the life cycle of the family make different demands on the wife and mother.
5. Family life today is more complicated, involved, and inter-related with institutions outside the home.
6. Today's living requires adjustments to rapid changes in information and skills.
7. The broader role of wife and mother requires more kinds of decisions in today's family.

In light of these changes, what are the implications for Home Economics Education at the secondary level? Using generalizations from the subject matter of home economics, we want to help the high school students:

1. To develop a zest for continuous learning
2. To learn to think, make decisions in terms of consequences, and solve problems
3. To be aware of a variety of family patterns
4. To understand how values influence decisions
5. To anticipate and plan for the various stages in the family cycle
6. To accept change as a challenge
7. To understand the realities of homemaker's and mother's responsibilities
8. To understand and use the management process
9. To develop a feeling of confidence and achievement
10. To increase understanding of the parent-child relationship
11. To become informed consumers
12. To understand the inter-relatedness of family and the larger community
13. To see the relationship between family adjustment and individual fulfillment

With these implications in mind at the secondary school level, what are the implications for teacher education and supervision? To create the kind of teaching-learning situation in college classes which serve as an example of how to teach at the secondary level.

Our group wished to explore this last question in greater depth, but time limitations prevented this.

Second General Session, Wednesday Morning, May 8Topic: 'Teen Culture Today

Introduction:

There is considerable evidence that the nature of the pupil population of the secondary school--and of those drop outs who might be served by the school--has changed and is changing in significant ways. "Of course, change in this area is only one facet, but a significant one, of change in the society as a whole. These changes, as to the youth's relationship to self, other persons, and social institutions, patterns of social behaviour among the teen-age population, and the material aspects of teen culture have been sharply delineated in the November, 1961 issue of The Annals of the American Academy of Political and Social Science,¹ in the Vanishing Adolescent by Friedenberg,² and in a disturbing article by Taylor³ in the Saturday Review.

The notion that pupil needs are one basis for curriculum decisions is generally accepted. Therefore, if the nature and resulting needs of the pupils served by an educational institution are in a process of change, an examination of and possible adjustments in the educational program would seem to be a requirement."⁴

¹"Teen-Age Culture," The Annals of the American Academy of Political and Social Science, 338 (November, 1961) pp. 1-136.

²Friedenberg, Edgar Z., The Vanishing Adolescent, Beacon Press, Boston, 1959, 223 p.

³Taylor, Harold, "The Understood Child," Saturday Review, (May, 1961), pp. 47-49, 66.

⁴Simpson, Elizabeth, "Selected Issues and Problems in Secondary Education--How Are They Being Met?" Journal of Home Economics, January, 1963.

TEEN-AGE CULTURE: AN OVERVIEW
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My topic is classified as an overview. In preparation, the first question I asked myself was "what is an overview?" Recently I had the opportunity to fly in a jet from here to the west coast and back. We flew at 30,000 feet. The day was extremely clear, the sun was bright, the window was clean and I had my glasses on. I could see mountains contrasted to the plains, and I could see patch-quilted farm land contrasted with the salt flats, but in all honesty I could not make out much more than that. There was much more there, but the circumstances, although excellent, just did not allow me to see all there was to see. A good overview for any one subject flies neither too high or too low, but just right. And what is right may be a different altitude for different aspects of the same question.

My overview of teen-age culture will be in three parts, or perhaps better said, will fly at three altitudes. The first, a somewhat high level flight analogic in nature, second a low level scrutinization of reality, and the last might turn out to be an up and down experience in an attempt at tying this subject together.

An Analogy

Once upon a time ... so the story goes, there was a wicked queen who would daily come before her magic mirror and ask the vain question, "Oh, mirror, mirror, on the wall who is the fairest of them all?" And the mirror would dutifully reply that the queen was, of course, and she was.

This went on and on through the years till the changing world brought with it the development of a lovely miss named Snow White, who was fast becoming a favorite. And the mirror was correct in its honesty in replying one day to the queen's static question, that the mirror was sorry, but the queen was not the loveliest of them all, for there was another and her name was Snow White. The queen was furious, of course, and did the only thing that a self-respecting wicked queen could do. She vowed to do away with the competition. In other words, the state of affairs was nice for everyone till the mirror portrayed the changing truth to the queen, and now all hell broke loose.

I would suppose that this is a normal state of affairs. Queens have certain rights and when they are shattered by the evolving of a being destined to displace, any self-respecting queen would be mad, and she was. But I also have reason to believe that along with her anger at the mirror for telling the truth and, of course, her anger at the object of truth, Snow White, she felt and knew that her time would someday come, and that she would be dethroned from her seat of loveliness. In fact, no one really knows how long it took the mirror to get up the nerve to tell the queen the truth, for the mirror knew the queen's temper and as fragile as mirrors are, perhaps was a little hesitant and frightened to lay it on the line. The poor mirror was in a dilemma for it was placed in an awkward position where it could not possibly be honest and loyal at the same time. It might have told the queen the truth more than several times before the crisis situation and the queen perhaps was not of a mind to understand, or was not cognizant of the hints or was incapable of perceiving the ultimate truth about self.

As long as the mirror complimented the queen and drew the queen's attention to what the queen wanted to hear, all was well. But when the rider was thrown and came up with a muddy face and waistcoat, the truth of the soil as decadent was out.

Of course, you know the rest of the story. The queen thought that the best way to regain the status quo was to get rid of the status quo busters. Snow White was elected by the mirror who told the truth. Destruction or at least the thought of destruction often comes on the heels of truth. A woodsman was called and told to... oh, it is much too awful to repeat, but in any case, he was told that he should do what was necessary to re-establish the status quo for the queen. Queens don't like to do their own dirty work. So, he did...try, but he failed. He was too honest to the developmental nature of things. He was very much like the teacher becoming exasperated with her class of 12-year-old girls shouted at them in a fit of anger to "grow up." So they did! The very next day they came to class with lipstick; bras (the ones with artificial padding looked best), high heels that made them even more awkward and at the same time drilled holes in the hard wood floor, plus a frimarvelous¹ inability to be interested in anything that they were interested in before.

In other words, the woodsman was a liar, in that he said that he would do something and he really tried, but because of his very nature, was doomed to failure. He believed in a theory of development that demands the growth process be allowed all possible freedom. So, he let Snow White go. He thought better of playing by the queen's rules and to her saying that he had reestablished the status quo and that now she could be happy. However, he was struck down in his honest-dishonesty by the ultimate truth from the all-seeing mirror. The queen then knowing that Snow White lived, went to her books for the most develish of schemes, and to make a long and exciting story short, she ultimately went to her self-destruction as an old witch. Snow White, after a good long nap, was carted off by a peer of the opposite sex on a spotless white horse onto the horizons of the future to participate in the propagations of the next generation.

Let us remember that my topic is "The Teen-Age Culture: An Overview." There are many ways that I could have attacked this, I chose in part to do it with the preceding analogy. An analogy which tells about Snow White and her relationship with the wicked queen, but hopefully it will be examined in terms of the pervasive historic conflict between adults and teen-agers.

I now drop down for a closer look. This is the more direct approach.

The 1963 crop of teen-agers was born between 1944 and 1950. They are members of one of the greatest baby booms in history. Most of them were born after the advent of "the bomb" and some at the beginning of the Korean War. There are about 20 million teen-agers in the United States; about one-seventh are non-white, and of these most are Negro youth. Close to 60% live in cities and towns and less than one-fourth live on farms, and the remaining quarter live in rural non-farm circumstances. As the youths leave

¹ Frimarvelous = frivolous plus marvelous.

the farms the difference between the rural youths that remain and the urban youths become even greater. I have also found this in my own data of acculturation of farm groups. The families and young people who leave the rural group are generally the ones who are or will some day become the innovators. The ones left are the ones who like the old ways. The difference between the two groups is made more pronounced by the exits.

Some teen-agers do not participate in the teen culture. The ones who are in the labor force are not members of the club. This number includes about 5 million. The armed services have taken about 1 million and marriage has taken another 1 million out of the ranks. This is one way to say that all teen-agers are not "teen-agers," or at least not immersed in the teen-age culture.

The youngsters of the lower socio-economic classes are in the teen-age culture only in their early teens. They don't go to college to the same degree as the middle and upper class adolescent; they get married sooner; and join the service or go to work earlier. Thus the lower levels of the teen-age group are a mixture of classes and the upper age levels of the teen-age group are dominated by the higher socio-economic classes. And another fact is that this higher group is dominated by the male end of it. The girls get married sooner and leave the boys to predominate.

The teen-age culture is said to be in existence because it is a product of our social affluence. Our society can afford a large leisure class of youngsters. Our economy is such that this is possible. They don't work in the labor force but they do spend. According to some figures given by Sigana Earle in a talk at the Michigan Home Economics Association Convention (April 30, 1960) at Michigan State University, "young women under 20 spend \$4½ billion dollars a year," and as one of the editors of "Seventeen" points out, "they have no income taxes, no rent, no insurance premiums to take out of this sum; they have it all for themselves." This market is a prize of any one who can get in and get theirs, and the parasitic aspects of the phenomenon have been noted by some writers in the field.

Clothing is coming to the point now that designers are well paid to design for the non-form female early-teen body. Before, when clothing was rather drab for a bustless and immature 12-year-old, mothers either kept them at home or they went out with all the other girls who were also bustless and were somehow capable of waiting till something happened. But today there are plenty of nice things to buy, and they are bought and worn. The early teen figure has become the norm for fashion, and as a man, I'm not sure whether this has come about because of the teen-age market, the Paris designers, or the youthful slimness of the mother of Caroline.

I'm sure I could go on with the intricacies of teen-age consumption, but Dr. Powell will, I'm sure, be astute with clarity and depth on the subject.

Transportation, or rather the individual, relatively new, extrinsically maintained automobile has come to be taken for granted by the teen-ager. It has become as necessary to them as Wheaties are to the aspiring pre-teen athlete. One and a half million teen-agers owned cars in 1961, and almost 6 million drivers are in the teen-age category.

The language of the teen-age culture seems to act as a barrier against the outside world and as a means of expressing uniqueness. And it is necessary to be a member of the crowd. Some of their words and phrases have come to be part of the adult world language. Some of their creations have lasted and fit the world of today.

There are words and phrases like "roomy," one's roommate; "tweedy," a fashionably-dresses person; "Mickey Mouse," anything easy or something unnecessary like a college course, and many others. This is a kind of shorthand that makes the neophyte not only uncomfortable but a "square and/or a "clod." In talking to a teen-ager, 19, female, I was told that teen-agers definitely do have a language all their own; to which I counter that they do, sure, but so does each professional and occupational group. She quickly replied that yes, this is true, but the teen-age language is universal in the United States and no matter what your background you could understand this sub-cultural language because being a teen-ager you had access to the club and all you had to do was to conform to certain of the rules and you were in. A long way round, but to the point.

Teen-agers are said to be given to self and how the self can be loved and love. This emphasis is seen dramatically in the content of the songs that find their market in the teen-age groups. Love is the basic content of over half of the songs that find this market.

Values are also reflected in the attitudes about high school. Jessie Bernard¹ has paraphrased James Coleman² in saying, "One factor involved is that, when an athlete shows great achievement, the school and the community share the honor; when a bright student shows great achievement, he does it as an individual and he alone shares the honor; he may even be viewed as a rate-buster."

Much has been said concerning the vicissitudes of early dating and that now even junior high schools are having their problems that come along with going steady. The early teens are dating earlier than the past generation but, then, too, a lot of things have sped up to the point that a good look at the situation may legitimately ask the question, "Why aren't they dating even earlier?" An interesting fact in connection with this was brought out by Tanner of the University of London in an address at the Society for research in Child Development, in that every ten years for the past fifty, girls have, on the average, reached menarchy 3 months earlier. This means in the last fifty years girls have come into menarchy one year and 3 months earlier than before. This might be some of the impetus of earlier dating. Things to happen because of growth.

Ira Reiss has come out with a great deal of information on the question of teen-age sex practices and codes, and comes to some conclusions which point toward the thought that there is now more petting, more kissing and more show of affection than only a few years back, but at least he says this is done in a circumstance

¹Jessie Bernard, "Teen-Age Culture," 1961. The Annals of the American Academy of Political and Social Sciences, Pp. 1-12.

²James S. Coleman, "The Adolescent Sub-Culture and Academic Achievement," Amer. J. Soc., Vol. 65, January, 1960, Pp. 346-347.

that he calls petting-with-affection. There is more pairing off, and in this pairing off there is more intimate sex exploration.

Petting -with-affection is now standard. It says it is okay if you are really in love. According to the best evidence that Reiss can find (Kinsey) "... the real increases in teen-age sexual behavior over the last generation are not in the area of sexual intercourse, but rather in the area of petting and in the public nature of some petting behavior."

I quote Reiss in saying, "Teen-agers are a paradoxical group. They are not as wild as their parents or they themselves sometimes think. Teen-agers do want independence. But, judging by their sexual codes, they want independence from their parents, not from the total adult culture."¹

As far as political values are concerned this culture is fairly well-insulated against outside forces. They are politically apathetic, in contrast to teen-agers in some other societies. Politics is not a part of what they have evolved. When they are pressed for a political opinion they reflect the attitudes of their social class.

Social class in the teen-age culture exists. It is stratified as in the adult culture. By and large the division comes between the college prep students and the vocational students. The social class background of the family seems to largely determine the individual teen-ager's social class placement in his teen-age culture.

High school seems to terminate the real teen-age culture and with the separation of vocational and collegiate groups. The college students now have come into another, perhaps more complicated, sub sub-culture of the teen-age world that borders on and in turn thrusts the teen into the 20's, and into adult pursuits. However, the college culture is not the only one that exists -- there seem to be four.

Collegiate cultures are characterized by football, greek letter societies, cars and drinking. Courses and professors occupy a background position. They are not hostile to college, only indifferent to the serious demands and intellectual involvement. It is mostly middle and upper middle class, is social minded, and flourishes on the resident campus.

The vocational culture is made up of mostly lower middle class found in urban colleges and universities. They are going to school and working at the same time. They are not out for luxury but in the market for a diploma. Clark and Trow have said that "if the symbol of the collegiate culture is the football and fraternity week-end, the symbol of this vocationally oriented culture is the student placement office."²

In the academic culture, learning is the central pillar. Again Clark and Trow say that "the distinctive qualities of this group are (a) they are seriously involved in their course work

¹Ira L. Reiss, Sexual Codes in Teen-Age Culture, 1961. The Annals of the American Academy of Political and Social Sciences. Pp. 53-62.

²Burton R. Clark and Martin Trow, "Determinants of College Students Subculture," in the Study of College Peer Groups; Problems and Prospects for Research. Mimeographed. Ann Arbor, and Berkeley, 1959-60, Social Science Research Council.

beyond the minimum required for passing and graduation, and (b) they identify themselves with their college and its faculty."

The nonconformist culture is a group that is also intellectual, but radical in its approach to most things. They do pursue their academic interest like the students in the collegiate culture, but they also pursue other interests that separate them from the rest. They do not identify with the professors and tend to link their interest to the nonconformist pursuits outside the academic world.

Let us embark now on the third part of this overview and in some brief way attempt first to determine what a teen-ager is. We have many hints from what has preceded, but let's now hit it direct.

Ira Gordon¹ in his book on human development tells a great deal about the adolescent from the developmental point of view. And, I think, that it is interesting that in a book on human development Dr. Gordon would dare to include information about the teen-ager. Some parents might disagree that they are human. He says that adolescence is a time of "agonizing self reappraisals." It is like walking, in that the only way we can get anywhere is to fall off balance then work like the very dickens to regain our balance. Walking is very useful, but in actuality not a very balanced or static activity. Growth, especially during the teens, is like this. One mistake after another followed by reappraisals that can cause any degree of agony. The agony and its ramification depend on the understanding of the controlling culture; the adult culture.

Adolescence is said to be a time of metamorphosis, and the changing process has three areas in which adolescents work in reappraisal. The first is the work that a teen-ager must do to understand and accept his own body; the second is the understanding in the shifts his views take concerning himself in relation to his parents; and the third is the area of synthesis of his relationship to the value systems of others and to other people as persons.

Gordon also gives us a feeling description through the eyes of a hypothetical teen-ager in telling what he is. "I'm me, and no one else but me. However, I know that some of what I am I've learned to be from other people. I recognize that we have some things in common, but I'm not just like them. I may not be special in any way -- a 'Standout' -- or anything like that, but just like Popeye, 'I yam what I yam.'"

A 15-year-old was asked what an adolescent was and his reply is classic. "Adolescence is the age between Pablum and Metrecal."

Pat Boone hit it right on the head when he named his book, Be'twixt and Between.

Adolescence is a time of growing, changing, development, being awkward, all in all in a state of flux from one somewhat stable period to another somewhat stable period.

The sedate stability of adult life is grossly overrated. Everyone including the teen-ager knows this. And the stability in early childhood is also non-existent when one considers the tremendous strides that are taken in terms of all over growth and development. It has been suggested that the teen years should not be

¹Ira J. Gordon, Human Development--From Birth through Adolescence (Harper Bros., 1962)

shackled with the term "years of stress and strain" unless we mean that it is a time when it is strainful and stressful for the other members of the family besides the teen-ager.

All age levels have their difficulties. It is not the age period per se that is the only variable. Jessie Bernard has summed up an entire 136 page journal devoted to a review of the teen-age culture by saying "... (teen-agers) far from rejecting adult values, (they) pays (the adult culture) the supreme compliment of imitating or borrowing (values) and adapting them to its own needs. Teen-age culture, even in its contrapuntal forms, is an adaptation or prototype or caricature of adult culture."

Friedenberg in his book, The Vanishing Adolescent, "echoes the proceeding point in saying that the adult world does not allow the child the necessary privilege to grow through the adolescent period. Elkin and Westley in an article on, "The Myth of Adolescent Culture," finds in their data serious doubt as to the existence of an Adolescent Culture.²

I hope my analogy of the queen and Snow White indicated the jealousy of the adult culture toward youth, the adult fear of losing control of their adolescent offspring, and the adult guilt brought on and maintained by the teen-ager accurately reflecting the adults' inabilities to create a reasonable world.

The teen-age culture is nothing more than the adult culture portrayed through a spastic teen-age body, an immature emotion, and a mind that has not been around long enough to know which end is up.

It has been said that we have had trouble with the teen-agers for a long time. The classic proof of this is the statement by Socrates when he said, "Our youth now loves Luxury. They have bad manners, contempt for authority, disrespect for their elders. Children nowadays are tyrants."

Some say that this is just the nature of things and no matter what we do it will never change, so why worry. Perhaps the word "worry" connotes the wrong thought, perhaps we should use the word "concerned" an attempt to provide a culture that is conducive to healthy, adolescent growth, and also be concerned about our place in determining a good atmosphere for growth. We can't start any earlier than today to search for these basic understandings and methods in implementation. Perhaps better said by someone more sparing of words but still hopeful to innovate thought:
... If not now, when? If not us, who?

1 Friedenber, E.Z. The Vanishing Adolescent, 1959, Beacon Hill Press, Boston.

2 Elkin and Westley, "The Myth of Adolescent Culture", 1955, American Soc. Review, 680-684.

THE ADOLESCENT CONSUMER IN TODAY'S TEEN CULTURE

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In thinking through the topic, "The Adolescent Consumer in Today's Teen Culture," as it relates to your conference on the vocational purposes of home economics education, I was reminded of an illiterate man on relief who was trained to be a brick-layer in a trade school. Soon after he finished the course, he had a good job. His skill as a brick-layer was great and his earnings increased steadily. His material possessions increased also. But he didn't live happily ever after. Soon he turned to drink and was back on the relief rolls. One moral might be that skill or job-training was not enough. In other words, he needed education to be a productive individual in his culture rather than only training to achieve material rewards.

We in home economics have long recognized the need for consumer education in our society where individuals and families have changed from producers to consumers. Now we are beginning to see that consumer education must go beyond teaching desired shopping practices and vague suggestions for over-all money management practices. The pressure of adolescents with money to spend forces us to recognize the limitations of traditional units on "consumer education." Newsweek described adolescent consumers thus:

Through the nation's stores . . . stalked a purposeful prospect with the yen to buy, the cash--and lots of it--to spend, and a cold eye for style and price. This cool customer was the American teen-ager . . . One fifteen-year-old girl in Los Angeles, owner of about \$300 worth of stuffed animals, gets \$65 a month allowance. "I have to save \$10," she says, "but the rest is mine to do what I want with. I spend about \$40 on clothes and the rest on records and jewelry. All the teen-agers are on that swing. We just find it neat to spend money."¹

No wonder that we as educators find ourselves taking a closer look at today's teens whom we are to teach.

It is significant that your conference has assumed that there is a "teen culture." Why are we concerned with the adolescent as a consumer in teen culture today? The importance and implications of such a consideration come into focus when we think about the meaning of culture and culture patterns. The term "culture" may be "applied to the intellectual side or civilization, or with emphasis upon the intellectual aspect of material achievement. . . . 'Culture patterns' are constituted by the relative prominence given to different elements in the whole, and the relative degree of advance shown along different lines, with particular emphasis on the educational side."²

1. Newsweek, September 16, 1957.

2. Drever, James. A Dictionary of Psychology, Penguin Books, Baltimore, 1953.

The first question then that we need to ask is "what is the culture pattern woven by the adolescent as a consumer?" That pattern is woven with a variety of threads. Naturally a home economist's thoughts run from "pattern" to "fabric." First let us consider MONEY. Do teen-agers have it? Research and marketing figures indicate that the adolescent has money and is spending it. In 1957, Newsweek³ reported that there are 17.2 million citizens in the United States between the ages of twelve and twenty, with more than nine billion dollars a year to spend. Some 800,000 of them have steady year-round jobs, and more than 4.5 million earn money at odd jobs or part-time work through the year. Russell E. Conley, sales-promotion head of RCA's radio and victrola division reported "the teen-ager's income runs to ten or fifteen dollars a week as opposed to one or two dollars fifteen years ago." This no doubt refers to teen-agers who are buying consumer goods. For a more complete picture let us take a look at the figures from the Bureau of the Census.⁴

The median annual income in 1960 of \$412 for boys and \$388 for girls indicates that while half of the teen-agers had less than that, the other half had more. Figures for 1957 were: boys, \$411; girls, \$388. That was the earliest year that Statistical Abstract reported median income by age groups. These figures place the teen-agers' median income as seven per cent of the median income of all individuals.

In South Carolina our home economics teachers were "shook" by the report made by Gilbert and Co., and released by Seventeen magazine that described the teen girl in 1960 as follows:

She has a weekly income of \$9.53, spends \$300 a year on her wardrobe, works after school at jobs from baby-sitting to clerking, confides in friends, not father--and worries about a Saturday night date.⁵

The facts about America's 9,750,000 teen-age girls are revealed in a monograph that depicts the

teen-age girl next door as a busy, responsible, moneyed young adult who is simultaneously on the move with school and community activities, dates, homework and household chores; on the job part-time and full-time; and on the lookout for everything new from merchandise to men.

Through the study a picture emerges of a 5'3.2" girl, weighing 114.7 pounds, who lives in a private house and comes from a family that is richer than the average American family. In the six million families with teen daughters, father is at or near his earning peak (25% are in executive, managerial, or proprietary occupations; 14% are professional men) and mother is free to take on full- or part-time work.

A capsule analysis of the portrait reveals that the nation's young women under twenty possess these major characteristics:

Money--All Loose: While Dad's income is tied up with the family necessities, daughter's \$4½ billion annual income is hers for the spending--on everything from fun and furniture to clothes and cars. (565,000 American teen girls own their own automobiles.)

3. Newsweek, September 16, 1957.

4. U.S. Bureau of the Census. Statistical Abstract of the United States 834d annual edition, Washington, D.C.: U.S. Govt. Printing Office, 1962.

5. The Teen-Age Girl: 1960, Seventeen Magazine Market Research Report, 1961.

A High E.Q. (Entertainment Quotient): She has leisure time and the means to enjoy it. 2,700,000 bowl; 1,800,000 plan to travel this summer; 7,800,000 collect records; 8 out of 10 engage in sports; 4,800,000 have hobbies; and they all go to the movies an average of three times a month.

A Passion for Doing: 3,800,000 work full- or part-time. And the teen girl is also a doer at home--helping Mom with the shopping, cleaning, laundry, meal planning, cooking; in her own teen world she heads committees, joins clubs, raises funds, plans dances and throws parties.⁶

Because the home economics teachers in our state questioned whether this was a picture of South Carolina teens and their money, we made a study of the teen-age consumer in our state. I might point out that income in South Carolina is probably less than in any of the states you represent. In South Carolina our findings on median income for teens in school reported much lower figures.

Speculation is invited by the disparity between incomes found for South Carolina youth and those reported by Seventeen and by Mary Lee Hurt who reported ranges from \$0.30 per week to \$19.50 per week in the amount of money received by the teen-agers from thirty-nine states in her study. Obviously there are still youth with little or no money which resulted in our computing means in two ways.

The fact that the median income of teen-agers was seven per cent of the median income for all individuals in the U.S. in 1960 commands us to recognize the importance of the teen-ager as a consumer. The fact that from 1957 to 1960 the median income of teen-agers increased little may indicate a trend that the peak has been reached in the money which the teen-ager has. My figures are not adequate to support this as more than speculation. The important conclusion is that teens do have MONEY.

Perhaps the fiber of money in teen culture appears tangled because it seems possible to have material achievement with little, if any, intellectual aspect which was used as an integral part of our definition of culture. Perhaps our concern over the teen culture pattern is the apparently relatively great prominence given to material possessions. We wonder if there will be any degree of advance or emphasis on the educational side. We as educators must help teen-agers to question the relative importance of material possessions and education.

One of the most intricate and baffling threads woven into the fabric of teen culture is related to the question "where does the teen get his money?" In South Carolina we found that over half received some money from their parents with no work required. The mean amounts received from parents were larger when no work was required than when work was required. But we cannot condemn teens or parents. This does not preclude the fact that these young people may have had responsibilities at home but their money was not considered as payment for work that was theirs to do as family members. We could speculate much about that.

6. The Teen-Age Girl: 1960, Seventeen Magazine Market Research Report, 1961.

However, it seems to me that the important thing to note is the average amount of money earned per week by school youth in jobs outside the home. The amounts in South Carolina ranged from \$3.22 per week for seventh grade girls to \$14.34 per week for twelfth grade boys. This provides the contrast in our fabric when we recognize that over half of these same youth had no money from outside jobs with the exception of twelfth grade boys. Is the opportunity to earn money drawing youth out of school? Is the adolescent caught in a conflict between the need for money (the field of conspicuous consumption) and the need for education? Haven't we as educators questioned the advisability of school youth being employed? Industry is concerned over uneducated manpower and urging youth to stay in school. But can't we see the pull on youth to quit school and make money (usually to support a car and/or, unexpectedly, maybe, a wife)? Aren't we as adults and educators also caught in this conflict? We want youth to stay in school, yet we've always assumed that the development of maturity and appreciation of the value of a dollar in a young person are often attributable to his job experience or earning his money. Do we really know what money means to youth? Can we assume that development of appreciation of the value of a dollar is another fiber that should be woven into the fabric of teen culture?

After establishing the fact that teen-agers have money, we need an indication of the control over their money which youth have. This in our study we termed "freedom in disposition of their money. The South Carolina study offered evidence that a majority of adolescents do have freedom in using their money. Marketing reports indicate that "since most of them don't have to maintain homes and families, the bulk of their money goes right into the purchase of merchandise ranging from used cars to phonographs."

A few samples of this potent purchasing power present a variegated thread woven into teen culture that can most easily be identified as "SPENDING PATTERNS."

- * More than two-thirds of America's teen-agers own their own cameras and took six hundred million snapshots with them in 1956--one out of every four snaps made in the nation
- * Teen-agers account for about seventy per cent of the music industry's single-record sales, spending some \$150 million a year
- * One-half of all small-radio sales are made to teen-agers
- * The 2.5 billion gallons of gas that teen-agers pour into jalopies (and dad's car on Saturday night) is five per cent of the nation's annual consumption
- * Many a parent can attest to the buying pressures stimulated by a few well-aimed teen-ager kicks at the tires of the family car and a few well-phrased gripes about "that old crate." In fact, a study made by Ford indicated that families with teen-agers buy more cars than those without.
- * Furthermore, as anyone can plainly see, business recognizes that the kids are going to grow up some day soon. RCA's Conley says: "Nearly all of our dealers extend credit on lower-priced equipment to teen-agers because they are aware that this group will soon (buy) our expensive equipment." In short, today's big-spending teen-ager is tomorrow's bigger-spending adult.

Can we help youth to recognize that he has a CHOICE in the use of his money so that he will exercise this freedom to choose before falling into "conspicuous consumption?"

From the foregoing and from the South Carolina study we glean further educational implications from the spending patterns of youth. These implications are for specific needs in consumer information.

The first place given to snacks and lunch as priorities for expenditures indicates the importance of food to the teen-ager. Of equal importance should be a knowledge of nutrition. As a result of recent studies indicating that a high percentage of teen-agers are consuming poor diets, education for youth in money management might well be tied to programs on improving teenage nutrition.

The high rank of recreation in teen-agers' expenditures of money in both the South Carolina and Seventeen studies may be considered to have implications not only for education in "how to spend your recreation dollar," but also for education in personal, family, and social relationships and "how to be creative in your recreation."

The proportion of girls and boys who purchased clothing implies the necessity for youth as consumers to be educated in the psychological as well as the socio-economic aspects of clothing and textiles. Such programs need to go beyond "how to select and purchase" clothing.

SAVINGS were identified as a different aspect or fiber of spending patterns. Perhaps it is one of the weakest fibers in this fabric. South Carolina data indicated that there were many students of each sex at all three grade levels who had no savings at all. If saving is a worthwhile educational experience, it would seem that something needs to be done to get a larger proportion of adolescents to participate in that experience. Teachers need to help teen-agers consider and think about long-term security. Such a study should include the basic economic principles of our American democracy. Instruction in savings practices of money management should take into consideration possible differences among students from various socio-economic levels in the amount of money available and in values attached to such things as thrift, planning, and deferred gratification of needs.

A weak place or flaw in the fabric of teen culture has been found. Conspicuous by their absence in the spending patterns of adolescents were such items as philanthropy, magazine subscriptions, book purchases or other items contributing to one's citizenship or education. Dr. Lester Kirkendall has asked, "Have teen-agers experienced the thrill of giving, of owning books and magazines, or of choosing these items over the items that are somewhat superficial in value?" Teachers need to help youth become aware of items other than only those promoted by advertising campaigns.

Another fiber being woven into the fabric of the teen consumer is that of CHARGE ACCOUNTS and LAY-AWAY. The findings relative to the use of charge accounts would seem to have to major implications for those persons interested in developing good money management habits among teen-agers. One implication is that there is a large majority of students who make use of charge accounts and who, thus, presumably, need help at present in recognizing the advantages and disadvantages of buying on credit. The other major implication is that the students using their parents' charge accounts are not having the educational experience of paying for a thing after it has been purchased and thus need to be prepared for the time when they do start to have to pay for charge accounts.

The piece of teen-culture fabric today would not be complete without madras to bleed. Perhaps the bleeding comes from the fibers of money management. When Dr. Gover sought from the literature a definition of money management, he felt frustrated by the lack of clarity on what is meant by good money management. However, from the literature he gleaned that we are currently appraising money management in terms of answers to certain questions about shopping practices and over-all money management. The shopping practices dealt with were the following: shopping around for the best buys, reading labels for pertinent information, and knowing quality of the items being purchased. The over-all money management program questions concerned deciding how to use money "to get the most out of life," planning and following a plan, keeping a record of expenditures, and saving.

The finding of relationships between the quality of the student's use of money and selected characteristics are only suggestive because of the crudeness of measures available for determining quality of money management. However, such indications leave the following implications for the money management education of adolescents:

(1) Differences between the sexes and socio-economic classes in money management interests and habits should be recognized in planning educational programs. We must recognize that even teen culture has socio-economic class stratification. It is clearly summarized by McCandless:

The United States population is often stratified according to social class by sociologists, educators, and psychologists. The most common division is into (a) upper class--relatively aristocratic, well-established people; (b) middle class--the great body of professional and white-collar workers; and (c) lower class--the upper-lower being made up of skilled workers, the lower-lower class of unskilled workers. . . .

Almost all teachers are members of the middle class, but perhaps two-thirds of their students (particularly during elementary-school years) come from working-class homes, and about one-fourth or more of them come from the lower-lower class. The values of the middle and the lower-lower class differ sharply, even dramatically. Middle-class people in general espouse hard work, ambition, cleanliness, and self-control (although their behavior is not always in line with their values); they tend to be inhibited in sexual and aggressive behavior. Lower-class individuals, on the other hand, tend to be more open and uninhibited and, as a group, are inclined toward immediate gratification of needs and impulses.

Major differences in values result in serious communication difficulties between middle-class and lower-class people; these are particularly troubling to the relations between teachers and lower-class children. Because of their failure to understand each other's behavior, standards, and goals, mutual distrust--even hostility--may result. The implications of this situation for the education of lower-class parents typically do not support the schools' educational efforts. Middle-class parents, on the other hand, offer strong support to the schools; and teachers present about the same image to middle-class children as their parents do. . . .

Lower-class children appear to be less well accepted by their peers (as well as by their teachers) than middle-class children are. Boys may be more fortunate in this respect than girls, since they may be able to break the class barrier by means of athletic proficiency. For both boys and girls, social acceptance seems to be positively (although only moderately) related to good personal adjustment; middle-class youngsters appear to be better adjusted than those of lower social status.

Lower-class children seem to respond well to teacher techniques that combine fairness and warmth with strength. Their education might also be furthered by providing them with textbooks (particularly early in their school careers) that have more in common with their way of life than the rather pallid reading fare ordinarily offered them.

Appreciation and respect for the individual can help bridge the gap between teachers and lower-class children. Specifically, teachers should strive to know these children and their families better, and to develop a more realistic understanding of their needs and standards. Developing attitudes of objectivity and acceptance toward others means that teachers must examine and justify--and, where necessary, modify--their own system of values. Such steps as these, thoughtfully and sincerely taken, can go far toward improving the education of lower-class children, and of all other youngsters as well.⁸

(2) Educational programs in money management should be planned for youth at various levels--junior and senior high school. Such programs are indicated by the findings that those youth who had studied money management were more apt to engage in the recommended practices than those who had not. Such programs are needed particularly by young adolescents because they have money to spend without the know-how of money management, acquired to a limited extent by older youth. Serious consideration should be given to the development of money management programs from the elementary through the high school geared to the developmental tasks of youth.

(3) The fact that those youth who had allowances with strict controls showed better planning and control has significance for parent education. Parents should be helped to realize what family experiences such as having allowances and parental example can contribute to the development in their children of desirable money management practices.

Our task as educators in consumer aspects of the teen culture is a challenge. For effectively educating the adolescent as a consumer, our knowledge and application of learning theories must be expanded. True we still need to recognize and use the steps in problem-solving as the sequence of phases identified by Dewey (perplexity or doubt, identification of problem, research for facts, formulation of possible solution, testing of solutions, reanalysis of problem, application of correct solution). Research on what is involved in decision-making may point the way to improvement of consumer education. Brim,⁹ et. al., have reported that their research on decision-making has demonstrated that there are characteristics of the decision-making process which are influenced by the personalities and the social background of the decision-makers. The analysis of the determinants emphasized both the personality characteristics of the individual and his characteristics defined by membership in a specific social class or sex group.⁹

8. Boyd R. McCandless, Children and Adolescents, (New York: Holt, Rinehart and Winston, 1961), pp. 483-485.

9. Brim, Orville B., Jr., David C. Glass, David E. Lavin, and Norman Goodman, Personality and Decision Processes, Stanford University Press, 1962, pp. 233.

In both working with teens we are acutely aware of the psychological principle that:

The standard set by one's group affects his goals. A person who thinks of himself as a normal member of a group will strive for the attainments characteristic of that group. We have learned that each person takes on age-appropriate and sex-appropriate goals, learning from the example of others. Wherever a person can, he decides how well he should be doing partly by noticing what others are doing.

He is most influenced by the individual with whom he identifies or the group to which he feels he "belongs."

An effective way to get people to set higher goals is to obtain group agreement on an increased standard. In industry, workers usually are satisfied with an output rate that is lower than their capability. Individuals who set a faster pace are unpopular and may even be warned to slow down. But when one group of workers discussed their output and the reason for increasing the rate--in this instance, making a greater contribution to war production--there was a consensus favoring a higher rate. The group decision was carried out. Individuals did produce faster after committing themselves as a group, whereas appeals from outside had failed to raise rates of work. Prior to that decision, an individual who wished to produce more would have felt that he was bucking group opinion. The group decision set a new pace. Thereafter, the worker could not fall below this goal without criticism, or self-criticism as a slacker.

Teaching housewives new goals in meal-planning was accomplished by the same tactic that raised the workers' production. Exhortations to try the cheaper varieties of meat such as liver and heart, during World War II, were largely unsuccessful. Lectures on the nutritive value of these meats had no effect on the meals women served. A large factor seemed to be their pride in "setting a good table"--which meant the roasts and steaks that were scarce and costly. The women felt they were failing as providers if they served the more available but less elegant cuts. When a group of housewives discussed meal-planning and reached a group decision to use more liver and heart, the individual women actually did feed these meats to their families. The ideal of being a good cook was redefined by the group so that members had a new basis for judging whether they were successful.

A good way to raise the individual's standards is to persuade his group to adopt a new goal.¹⁰

The fabric as I see it woven into sizeable yardage has a design which causes us to ask "WHAT DOES IT MEAN?"

What does money mean to youth? The pictures sometimes painted of "free-spending" teen-agers give us cause for concern. On the other hand we know many who have serious purpose and what we would term sound values. Professor Ojemann¹¹ in 1947 in Iowa wrote on "What Money Means to the Child,"

10. Lee J. Cronbach, Educational Psychology, (New York: Harcourt, Brace, and Company, 1954, pp.420 and 432-434.

11. Ojemann.

Perhaps we need to look at his practical suggestions and remember to adapt them to the education of youth at all levels. He gave six characteristics of good practices to help children learn the use of money:

1. Let the child receive, according to a well-defined plan, some money which is his responsibility to manage, even though it is little more than enough for the barest necessities.
2. Gradually increase the amount of money and the responsibility which the child assumes so that by the time he reaches high school he purchases all his own clothing and his school supplies.
3. Have the child contribute his share to the general routine duties of the household without pay.
4. Give the child an opportunity to learn the important facts about the family's financial arrangements so that he sees the relation of his income and his responsibilities to those of the entire family.
5. Allow the child to suffer the consequences of unwise spending.
6. Give the child an opportunity to learn saving for a concrete object and then help him to understand the difficulties involved in future planning.¹¹

What does money in the hands of teen-agers mean to our nation's economy? Look at this headline: "CATERING TO THE TEEN-AGER IS A BIG PROFITABLE BUSINESS." Business has recognized this. Look at ads from trade magazines.

If business is recognizing the importance of the adolescent as a consumer, we in education had best wake up to our responsibility to educate this adolescent consumer.

In summary, implications for consumer education programs must take into consideration:

WHO will be taught, which should include:

- a. Boys and girls in elementary and junior high school as well as high school, with recognition made of differences between the sexes in money management interests and habits. Consideration should also be made of possible differences among students from various socio-economic levels in the amount of money available and in values attached to such things as thrift, planning, and deferred gratification of needs.
- b. Parents should be helped to understand and to have their children understand the effects upon family welfare of the management of the family's finances so that they may plan together and to realize what family experiences can contribute to the development of desirable money management practices in their children.

WHAT should be taught should include:

- a. Values--an understanding of how values are developed with students recognizing the need to develop values
- b. Responsibility--a concern for being a responsible consumer
- c. Recognition of one's role in the world of work
- d. Knowledge and experiences in money management, consumer education, and basic economic principles of American democracy

The foregoing is not offered as a simple "pat" answer to the problems involved in the development of consumer education programs. It is hoped rather that the implications summarized will serve to stimulate in teachers a creative approach to consumer education programs that are based on sound, basic principles of psychology, sociology, economics, home economics, and education.

What do you propose to do?

THE HIGH SCHOOL DROP-OUT

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The current concern about the high school drop-out is evidenced by the number of articles in professional publications and in popular magazines. The frequency with which this subject is dealt with in newspapers and on television programs is further indication of the interest in the problem. Numerous institutes, conferences, and meetings at the Federal, state, and local levels are being held to discuss and recommend ways of coping with the problem of the school drop-out. Both lay and professional groups are giving the problem serious consideration. The attention given to this problem might lead one to logically conclude that youths are dropping out of school in larger numbers than ever before. This, however, is most certainly not the case. The truth of the matter is that our secondary schools are enrolling and holding more youths in school at the present time than in previous years.

In 1889 only seven per cent of youths of high school age were enrolled in school. Some sixty years later, in 1950, there were seventy-seven per cent of these young people in school. Approximately four per cent graduated from high school in 1870 as contrasted with fifty-nine per cent in 1950.¹

At the turn of the century, eighty-five to ninety per cent of high school youths dropped out of school prior to graduation. This percentage has been drastically reduced, approximately in half, due to the increased emphasis of the schools on differentiating instruction to meet individual needs. Nevertheless, the problem of the school drop-out persists in large enough numbers to warrant serious concern and the formulation of plans designed to reduce early school leaving.

At one time if a youth dropped out of school prior to graduation, job opportunities were available to him. Today the chances of employment without a high school education are diminishing. This situation is likely to become more acute with technological changes. Lack of prevocational skills, knowledge, attitudes and habits which are prerequisites to good vocational adjustment makes employment failures inevitable.

Governor Kerner in his keynote address at the Governor's Conference on Developing the Talents of Youth indicated the importance of developing programs which will result in reducing the loss of talent caused by school drop-outs. He made these statements:

'The educational problems facing Illinois and our nation include the alarming loss of talent from early high school drop-outs. This sets off a chain reaction which makes suitable employment opportunities in a technological world virtually non-existent and triggers the extension of delinquent patterns of behavior. In addition, our problems include extending educational opportunities to mentally and physically handicapped youth and facing

the problems, both rural and urban in character, of socially and economically underprivileged youth. Unless the schools and society in general attend to these problems, we can expect the cost of public welfare programs, expanding law enforcement and penal operations to increase further.²

The problem of the school drop-out is a threat to the nation in that our very security may very well hinge on the full and effective utilization of human resources. Failure of some one-third of our youths to finish secondary school and to become gainfully employed is also a psychological threat to the mental health of the individual. For the drop-out, leaving school is but his final school-associated failure experience. Upon searching for a job, he is apt to experience further failure. At best, if he obtains a job, he will find it difficult to maintain employment with his lack of or limited salable vocational skills. Generally, the pattern of the drop-out is that he changes jobs frequently and has periods of time when he is a nonproductive member of society. These periods of unemployment are breeding grounds for the development of unwholesome attitudes and habits toward self and toward society.

While all school drop-outs are not unemployed and all unemployed youths are not juvenile delinquents, there is sufficient evidence to strongly suggest that the school drop-out, the unemployed, and the delinquent-prone may well be one and the same.

In a testimony given by Abraham Ribicoff, former Secretary of Health, Education and Welfare, before a subcommittee concerned with a certain bill, he made this statement regarding juvenile delinquency which seems to have relevance to the point just made:

The relation between inadequate schooling, difficulty in securing employment, and delinquency is an important one. As we have seen, the peak ages for delinquency come at the years when the young person is faced with the transition between school and work. When his education is irrelevant and painful and the job market is retreating, the adolescent male is caught in a crossfire, and the lack of support in bridging the gap leaves him vulnerable to anti-social paths of action.³

The remainder of my paper will center around a discussion of (1) the predisposing characteristics of the school drop-out, (2) the implications of these characteristics for an improved educational program and services in the public schools to reduce or alleviate school drop-outs, and (3) an example of how one community is attempting to cope with the problems of the school drop-out.

Predisposing Characteristics of the School Drop-Out

There have been numerous studies on the characteristics that are associated with or cause school drop-outs. Although there is some variation among the findings of some two hundred researchers who have engaged in such studies, all researchers are in agreement that the causes of school drop-out are complex.

Dropping out of school is customarily precipitated by a combination of conditions, situations, or experiences rather than by any one single factor. While a girl might drop out of school to get married, the early marriage may have been the result of poor parent-child relationships, low academic aptitude, a history of failing grades in school, and a feeling of lack of acceptance by peers and teachers. In such a case the main cause of the drop-out was a combination of all of those frustrating factors which prevented the girl from obtaining satisfaction in the home and in the school, yet the marriage would likely be seen as the cause of the drop-out.

In reviewing a number of the major studies on the school drop-outs, the following seem to be generally agreed upon as predisposing characteristics of this group of youths:

* Below average intelligence or low academic aptitude

Lower intelligence is more characteristic of the drop-outs than of the graduates. Generally their intelligence quotients fall within the range of the slow learner, those with intelligence quotients from 75 to 90.

Among the drop-outs, however, there are those whose intelligence quotients are in the average and above average ranges. For example, in the Quincy study on school drop-outs, the mean intelligence of the drop-outs was one standard deviation below the class average; however, out of the 138 drop-outs studied, six were in the highest quartile in intelligence, and twenty-five drop-outs were in the next highest quartile.⁴

The findings of the Illinois study on drop-outs revealed that while the great majority of drop-outs were below average in intelligence, fourteen per cent were in the top thirty per cent in academic aptitude and thus were intellectually capable of going to college.⁵

* Low socio-economic status

Drop-outs tend to come from families of low socio-economic status more than do those who stay in school. They are frequently members of large families. While financial factors do not necessarily force these youths to leave school, they do encounter financial handicaps. They are sensitive to the fact that they have less money for clothes and extra-curricular activities. During school attendance these youths customarily hold fewer part-time jobs for shorter periods of employment than those youths who stay in school and graduate.

In the Illinois Drop-Out Study, all of the following background items helped identify drop-outs:⁶

- Low educational attainment of parents, step-parents, and grandparents
- Low educational attainment of brothers and sisters
- Low occupational level of father
- Early marriages
- High physical mobility of the family.

The school drop-out as a rule has not come from a home or neighborhood environment which places a high value on education. Their parents are frequently not too interested in what happens to them.

* More boys than girls

Generally girls seem to adjust to school more readily than boys. They seem to get along with the teachers better than the boys who are drop-outs, and they make better grades. The prime reason they leave school is pregnancy and/or marriage.

* Failure in academic subjects

In general, school drop-outs express a dislike for school. Their attendance is poor, they participate in few extra-curricular activities; they feel that teachers are not interested in them and do not like them; they have poor study habits, are lacking in self-confidence, lack initiative, are irresponsible, and see little value in the school curriculum to which they are exposed. They see little relationship between the school curriculum and the world of work.

Since many of these youths are slow learners, their slower rate of mental development has made it impossible for them to keep up with the average pupils and to do grade level work. Their mental ages always lag behind their chronological ages. For example, a child who is a slow learner and is chronologically age six, has a mental age of four years, eight months. At age twelve his mental age will be nine years, six months. At age sixteen his mental age will be twelve years, eight months. The concept of mental age is far more important in planning an educational program for these children than the intelligence quotient.

It is generally agreed that a mental age of six years, five months is necessary to insure success in learning to read. A slow learner entering the first grade with a mental age of four years, eight months, will not be ready to read until he has been in school for more than a year and a half. After a preponderance of failures and retentions, his attitudes toward learning are so badly impaired that he develops modes of adjustment which are not acceptable to his peers, teachers, administrators, and by the community in general.

There is a limit as to how many times a slow learner can be retained at any one level of the school. Eventually he is given a social promotion. He is usually over-aged and over-sized for his grade placement. This tends to engender feelings of inadequacy and inferiority and generally undermines his self-confidence. As he is pushed along from grade to grade, the discrepancy between the level of achievement and that of his peers becomes greater and greater.

Usually at the secondary level, the slow learner is given the same program as provided for the more capable pupils or at best a "watered down" academic program. Such a program tends to be meaningless to him and does not motivate him to put forth his best efforts. His attempts to complete assignments usually lead to further failures. Sooner or later he ceases to try. Oftentimes he just sits through regular classes waiting for the day he turns sixteen and can drop out of school.

Havinghurst and Stiles have this to say about this group of our youth they refer to as "alienated":

. . . The alienated is an appropriate name for this group because it expresses the fact that they are somewhat alien to the larger society in which they live. Such youth have been unsuccessful in meeting the standards set by society for them--standards of learning in school, of performance on a job. By the time they reach adolescence these boys and girls are visible as the misfits in school. Either they are hostile and unruly, or passive and apathetic. They have quit learning and have dropped out of school psychologically two or three years before they can cop out physically.

Most alienated youth come from low income homes; most of them fall in the IQ range 75-90; almost all drop out of school at age sixteen or before; they tend to come from broken homes, or homes which are inadequate emotionally and culturally.⁷

Dillon⁸ in his study of 1,300 Indiana, Ohio and Michigan youths found that sixty-nine per cent of the reasons secondary youths dropped out of school were attributed to factors directly related to the school. Likewise, Johnson and Legg⁹ discovered that the failure of the school to provide a curriculum and emotional environment with sufficient holding power accounted for sixty-two per cent of the reasons for leaving school before graduation. The findings of these two studies were supported by Kitch and McCreary¹⁰; fifty-seven per cent of the reasons given by California youth for dropping out of school were dissatisfaction of school

Penty¹¹ found that more than three times as many poor readers dropped out of school before graduation than good readers. She found that the peak of the drop-outs occurred during the tenth grade. This finding is in agreement with the findings of other researchers. The interview data she obtained from her subjects led her to conclude that reading played an important role in the drop out of pupils, especially if other problems predisposing school drop-outs were present, such as poor social and emotional adjustment.

In an interview with drop-outs regarding reasons for their leaving school, Penty¹² quotes some of her drop-outs in her publication. An example is a girl with an intelligence quotient of eighty-nine. The reason given for her dropping out of school was marriage. The statement made in the follow-up interview was: "We were always quarreling at home; I wasn't getting along in some subjects at school, either. I wanted to get married. I think now that marriage isn't always rosy. It is better for kids to finish school first. I understand what I read if I am interested in its. English and history were hard for me. I didn't know some of the words, so I couldn't understand what I was reading."

Another example given by Penty¹³ is a quote from a girl with an IQ of seventy-eight. "I didn't like World Problems. It was hard to understand. It was hard for me to write my thoughts, too. I didn't like to recite, either. I didn't like to read in school. I don't like to read now. I would get my work better in school when the teacher read aloud."

Because of their dislike for school and lack of support and encouragement from parents, the attendance of the school drop-out tends to be considerably poorer than his peers who stay in school. His marks tend to be below average and he frequently is failing. Drop-outs usually fail several courses the year prior to their discontinuing school attendance.

*** Poor social and emotional adjustment**

Drop-outs are usually not active in the extra-curricular activities of the school. They feel insecure and lack a feeling of belongingness in school. Interviews with school drop-outs reveal that they were dissatisfied with their social relationships in school and did not have many friends. Generally the drop-outs as a group are emotionally immature and socially retarded. According to a number of studies, teachers describe drop-outs as aggressive or withdrawn during their school attendance.

As stated in the report of the Illinois Drop-Out Study relative to the causal factors of school drop-outs,¹⁴ "Cause and effect become woven into a tight scheme of actions and reactions. Since he does not know how to reverse the pattern, only the community and its schools can be the effective agent in reducing drop-outs."

Implications of the Characteristics of School Drop-Outs for an Improved Educational Program and Services to Reduce or Alleviate the Problem

The predisposing characteristics of the school drop-out point to some considerations for improving the school program.

Bowman and Matthews,¹⁵ as a result of their study on Motivations of Youth for Leaving School, recommended that schools give serious consideration to grouping children with like abilities for instructional purposes, providing remedial teaching for those who need such special help, and group and individual counseling of pupils and parents. They stress making provisions for such early in the child's school attendance. Their recommendations for curricular adjustments include preparation of youth, especially boys, for vocational success by providing counseling and closely supervised work experience programs. For girls they recommend preparation for marriage and family living. These researchers particularly criticize the junior high school for not adequately meeting the needs of "drop-out prone" students. They feel that the junior high school is not helping the potential drop-out make an adequate transition from the elementary school to the senior high school.

The proceedings of the 1960 White House Conference¹⁶ also made recommendations in regard to school drop-outs. The following seem to warrant attention:

That teachers and counselors in the elementary school be educated to recognize and to help potential drop-outs at the earliest stage.

That the school curriculum be made more interesting and meaningful with remedial and supportive services, especially for retarded and undermotivated youngsters, children of migrant workers, and other economically and culturally deprived families.

That guidance services give more attention to potential drop-outs at all levels, and that counselors stress the importance of education, motivate their ambitions, and encourage them to remain in school so that they will be better prepared for work.

That parents be brought in to participate in educational and vocational planning with a qualified counselor at the time their children drop out.

That adult building facilities and personnel be available day and evening on a two-shift basis to serve the remedial and vocational needs of drop-outs.

That school building facilities and personnel be available day and evening on a twelve-month basis to serve the remedial or vocational needs of drop-outs.

An Example of How Champaign is Attempting to Cope with the Problems of the School Drop-Out

In the fall of 1962 with supporting funds from the Office of Vocational Rehabilitation, Champaign initiated a research project entitled "The Efficacy of a Pre-vocational Curriculum and Services Designed to Rehabilitate Slow Learners who are School Drop-Out, Delinquency and Unemployment Prone." The following comments taken from the progress report submitted to the Office of Vocational Rehabilitation will give some idea of the scope of this project, the problems encountered, and the tentative observations as to its effectiveness:

Purpose of research

The purpose of the research is to test the effectiveness of a special pre-vocational curriculum and pre-vocational services designed to reduce school drop-outs, delinquency, and unemployment among slow learners from low socio-economic levels as contrasted with the effectiveness of a conventional academic program. It is hypothesized that the experimental program will reduce school drop-outs, delinquency and unemployment among this segment of youth whose intellectual abilities classify them as slow learners (IQ's of 75-90).

Methodology

Subjects

Sixty-two matched pairs of subjects or a total of 124 subjects ranging in chronological age from thirteen to nineteen are included in the first year of the study. These pairs of slow learners were matched on (1) intelligence, (2) socio-economic status, (3) chronological age, (4) race, and (5) sex.

Following a complete psycho-social-educational-medical evaluation, each experimental subject is staffed with those professional persons responsible for the habilitation of the youth. At this staffing, a "tailor-made" curriculum and needed pre-vocational services are delineated.

Treatment

The one major variable under consideration in this study is the pre-vocational curriculum and pre-vocational services. The pre-vocational curriculum provides meaningful and practical experiences designed to foster the acquisition of skills, habits, and attitudes essential for a good vocational adjustment. Special vocationally-oriented resource units being developed by the project staff guide the instructional program in the experimental classes.

The pre-vocational services provided by the pre-vocational coordinator, placement counselor, school social workers, and Division of Vocational Rehabilitation counselor include intensive vocational

and personal counseling and closely supervised progressive work experiences, first in the school setting, next on part-time jobs in the community in the work-study program, and ultimately in full-time jobs in the community.

The DVR counselor begins counseling clients in the school setting prior to the time the youths become the full responsibility of the DVR. The following comprehensive records are available to him: psychological reports, social histories, medical and health information, academic progress, vocational aptitudes and interests, information regarding any anti-social acts or involvements with law enforcement officers, and in-school and part-time work experience data. The above comprehensive information enables the Division of Vocational Rehabilitation to make long range plans and to become well acquainted with the needs of specific youths prior to the time they become clients of DVR.

Renovation of classrooms and purchasing of equipment

Since no existing classrooms were suitable to carry out the intent of this project, it was necessary to renovate space that could be made available. Specially designed facilities for this project include occupational arts laboratories which provide for a family living area closely approximating the facilities of a home and an industrial arts laboratory designed to enable the youths to develop and mass produce small projects in wood, metal, clay, and leather.

The educational needs of the youths and the type of instruction to be carried out in the classroom were taken into consideration in purchasing furniture and equipment. For example, classrooms are equipped with trapezoidal tables and individual chairs which can be arranged in many variations to best suit instructional needs.

Stimulation for learning is enhanced by the use of audio-visual aids. Such equipment as a 16 mm sound projector, opaque projector, tape recorders, record player and slide and filmstrip projectors were purchased. Typewriters used by the remedial teacher to foster the acquisition of skills in which students are deficient and to acquire the skills that will be vocationally helpful were purchased. Adding machines, a book stitcher, cash registers, mimeograph machine, and spirit duplicator were purchased to teach youths the operation of these machines prior to their placement on in-school and work-study jobs requiring such skills.

Identification of subjects

Three methods were used to identify potential subjects: (1) teacher referral, (2) counselor referral, and (3) psychological referral based on previous records.

A total of 402 children were identified as potential subjects and administered the Stanford-Binet, Form L-M. Of the potential subjects, 51.2% or 206, attained IQ's between 75-90; 190 or 42.1% attained IQ's of 91 or above; and 30, or 6.6% attained IQ's below 75.

Thus, 206 children were found to be eligible for the project. Not all of these children were included as subjects for the following reasons:

	<u>N</u>	<u>%</u>
Placed in juvenile institution or became pregnant before project started	2	1.0
Dropped out of school before project started	21	10.2
Moved before project started	17	8.2
Refused to enter project	22	10.7
Identified, could not be matched	9	4.4
Social worker investigation indicated homes had SES above criterion	<u>11</u>	<u>5.3</u>
	82	39.8%
Placed in experimental or control group	124	60.2%

After referral and screening testing, 124 subjects (62 experimental, 62 control) were matched for placement in the project. Subjects were matched on the following criteria: chronological age, sex, race, IQ, and SES. (SES was determined by father's occupation and status of residence as obtained from information provided by the City Planning Commission.) One subject from each matched pair was randomly selected for placement in the experimental group. When a subject or his parents refused placement in the project, the subject was eliminated from the study.

Collection of initial data

The initial battery of tests was administered by psychologists to experimental and control subjects. The measures included: (1) Stanford Achievement Test, (2) Vineland Social Maturity Scale, (3) Measures of Self-Confidence and Realistic Self-Confidence, (4) WISC Digit Symbol, (5) California Psychological Inventory, (6) Questionnaire concerning vocational aspirations, self-concept, and aptitudes, (7) Purdue Pegboard, (8) Hand-Tool Dexterity, (9) Taylor's Manifest Anxiety Scale, and (10) Perceived Peer Acceptance Scale. In addition, all subjects were interviewed by a psychologist. Following the interview, all of the test results were evaluated and a report summarizing the findings was written.

The psychologists presented their findings, as did the other members of the team, at a case conference on each child. Recommendations made during the conference were recorded so that teachers and others could refer to the findings in the future. At the time of the case conference, the curriculum for each individual child was delineated and the specific pre-vocational services defined.

A social history was gathered by the social workers on each of the pupils in the experimental group. The social history includes information collected from the following sources: interview with one or both parents; social agencies in the community; cumulative school records; and previous records in the file of the special education department. In the contact with the parents an interview guide was utilized which was flexible enough to allow for necessary exploration but which, on the other hand, had enough structure so that the discussion could proceed without too much divergence.

The social history was felt to be an imperative part of the data-gathering, initiative phase of the project. If the social worker is to help the pupil maximize his social and vocational potential,

either by working with the individual or as a member of a team, it is essential that the social worker gain a better understanding of the child than is possible through the use of only the cumulative records. The development of a broad social history helps provide the basis for the necessary understanding.

Occupationally-oriented resource units

A number of occupationally-oriented resource units were written during the summer and fall of 1962. Prior to the initiation of the project, all publishers of textbooks were contacted. As was anticipated, very few books have been published which are vocationally oriented and at the readability level of the slow learner. Consequently, the teachers writing the resource units have not been able to draw on published material to any great extent. As the project has progressed, teachers have become more cognizant of the individual needs of pupils and have been able to develop instructional materials to implement revised resource units. As would be expected, a great deal of the work on the resource units done prior to the initiation of the project needed to be and are being reviewed.

Since the content of the resource units differ markedly from the usual offerings, appropriate titles had to be selected for courses. The titles which were chosen for courses are sophisticated enough to be acceptable to the pupils and at the same time compatible with course content.

Clinical teaching

A special teacher with training in clinical teaching methods works individually and in small groups with youths who are markedly regarded in academic areas, particularly in reading and arithmetic. Remedial instruction and/or corrective treatment are provided according to the need of the individual. Typewriters are used to facilitate learning.

Progressive work experience

In order to develop a basis for the provision of placement in progressively more demanding work situations, a survey of jobs available in the community was conducted. The results indicated that a great variety of jobs existed in the skilled and semi-skilled areas in the community. In addition, employers generally expressed a willingness to cooperate with the school-sponsored work-study program. Although the great majority of employers were willing to participate, limiting factors such as union hiring regulations, lack of positions open at an appropriate skill level, lack of supervisory personnel and seasonal layoffs did not permit some business concerns to make jobs available.

Following the survey, a series of pre-placement interviews were held with each pupil. These interviews serve to establish a common bond between the placement counselor and the pupil. Also, the placement counselor uses the interview to get to know his pupil and to understand his strengths and weaknesses, to study his vocational goals relative to his age, to explore his previous academic and work experiences, and to synthesize all available information about the pupil into some composite picture.

Prior to the time the youth reaches the age of sixteen, in-school jobs without monetary remuneration are provided. The youth, however, does receive a grade and school credit. The in-school work experience is made as meaningful and realistic as possible by requiring the pupil to: apply for the job, interview competitively for the job, manifest those characteristics or traits required of an employee. The in-school employer rates the youth's performance on the in-school job on a regular basis. The placement counselor works closely with the in-school employee and with the in-school employer. He has regularly-scheduled counseling sessions with the youth to help him make an improved vocational adjustment. Concurrently, social workers provide case work for youths to help them with personal problems that are hindering vocational adjustment.

After the youth reaches sixteen, the placement counselor helps him to obtain a part-time job. The procedure of actual job placement is implemented through return visits to the prospective employers by the placement counselor at which time preliminary discussions of job candidates are held. This counselor-employer discussion is followed by a meeting with the youth during which he is informed that certain jobs in his vocational choice areas are open. The next step for the youth is to have an interview with the prospective employer.

Although the employers are aware that many of the youths are being employed for the first time and might experience some difficulty in adjusting to the world of work, they are encouraged not to make too many allowances. It is felt that the work-study program can only be optimally effective if working conditions are made as realistic as possible.

An important aspect of the work-study program is the procedure followed after the youth has secured employment. The placement counselor makes frequent visits to the employer during which time the employer discusses the youth's vocational adjustment. These interviews, together with written monthly progress reports submitted to the employer, are the major methods of assessing employer reaction to the employee. Subsequent counseling sessions allow the youth to express his feelings concerning problems on the job and to give the placement counselor opportunities to help the youth resolve these problems.

Social case services

The direct social casework services to the experimental subjects and their parents are provided on an individual and on a group basis. In addition, social workers provide consultative service to teachers and other project personnel. They are the liaison between the project and social agencies in the community and have established close working relationships with subh agencies.

Youths referred for social casework service as a result of case conference recommendations and by project staff because of adjustment problems are being seen on a weekly basis.

As certain youths were discussed in case conferences, it was frequently felt that group counseling might be an effective treatment method. Being aware of the importance of group composition, social workers have felt a need to have more explicit knowledge of each child and his

problems before initiating group counseling. Thus, the social workers are having interviews with each experimental subject in the project and forming groups as indicated.

In-service education of project personnel

A case conference involving all personnel on the project has been conducted on each youth in the experimental group. During the case conferences the staff members became aware of the unique needs of each experimental subject. They were encouraged to see the implications for habilitating each youth. The case conference method is looked upon as one of the best means for promoting improved understanding and professional growth of staff.

Teachers, social workers, pre-vocational placement counselor, and psychologists meet with their respective supervisors on a weekly basis to discuss problems and to prepare plans pertinent to their specialized responsibilities to the project. Monthly staff meetings of all project personnel are held by the project director to foster the development of concepts and understandings which will enable personnel to attain the goals of the project.

In addition to group meetings in specialized areas and of the entire project staff, individual conferences are held by supervisors and the project director. Project personnel are enrolled in classes at the University of Illinois that have implications for helping them contribute more effectively to this project. Staff members have attended professional meetings outside the school system which were relevant to the project.

Summary of developments

- * There appears to be strong, cooperative acceptance and support of this project among the school staff, community, and agencies in the community.
- * Four teachers of special classes, a remedial teacher, a placement counselor, two psychologists, and two social workers have been employed specifically for this project.
- * Space has been renovated according to specific plans designed to carry out the purposes of this project.
- * The title "YOUTH Project" was selected for the experimental aspect of the project (Your Occupation-Understanding, Training and Habilitation).
- * Sixty-two pairs of subjects were matched and one member of each pair was selected randomly for placement in the experimental group.
- * All initial data have been collected according to schedule.
- * Occupationally oriented resource units were written. Course titles and course offerings have been delineated. Pupils have been scheduled into classes according to findings shared at a case conference.

- * The placement counselor has surveyed the community for part-time jobs and has identified in-school jobs.
- * Policies and procedures insuring a close working relationship have been formulated with the local counselor of DVR.
- * A remedial teacher provides remediation and-or correction to individuals and to small groups of youths who are markedly retarded in reading and arithmetic.
- * Social casework is being provided on an individual and group basis.
- * A system designed to insure the orderly keeping of records has been developed.
- * In-service education of project personnel is being conducted on a regularly scheduled basis.

Summary

While it is too early to make any claims for this experimental project, there are some tentative observations which are encouraging: ()

- (1) Experimental subjects seem to be more interested in school as indicated by improved attendance and reduction of school drop-outs.
- (2) The behavior of the youths in the special classroom situation seems to have improved.
- (3) Experimental subjects have had little involvement with the law.
- (4) Those youths placed on jobs seem to be making an adequate vocational adjustment.
- (5) Parents have indicated satisfaction with the program.

It is evident that we know much more about the predisposing characteristics of the school drop-outs than we do about how to cope with the problem. Hopefully in the next few years through research efforts we will be able to come up with some new knowledge that will enable us to combat school drop-outs at the secondary level of our public schools.

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Discussion Groups, Wednesday, May 8'Teen Culture Today--Implications for Secondary School
Home Economics Education

Discussion Group A2 - Cecile Elliott -leader

It is a responsibility of teachers and other adults to create desire for change or improvement in teenagers. As their culture mimics the adult culture of today and becomes the adult culture of tomorrow, the example must be set by adults. As teachers, we can encourage the community to organize forces to help youngsters to grow into competent adults.

One author has called attention to the social imbalance of goods and services. There is an abundance of goods and a shortage of services. Home economics teachers have a responsibility for helping teenagers to appreciate the contributions of those providing services and for understanding the satisfactions to be gained from such employment. Early in a child's life, service to the community and philanthropy need to be emphasized. Exposure to this facet of successful living is essential before reaching teenage. Some specific examples of what home economics can do in terms of some of the problems growing out of our present teen culture include the following:

1. Help teenagers realize that this is not the only group with problems. The developmental task concept may be useful in helping students understand some of the problems of the different stages in the life cycle.
2. Help students with the problems of money management. Begin instruction in this area in home economics classes at the junior high school level. Integrate money management in all areas of home economics.
3. Help students tie together the school and the home. Home assignments are dependent upon home situations for their satisfactory completion. It is important that parents understand the intent of the teachers as well as for her to be aware of home situations.
4. Tape recordings of discussions with married high school students have been prepared in Missouri. These might be useful in pointing up some of the problems of teen marriages.
5. Possibilities for other situations may be seen in a brief report of a project with a group of potential drop-outs. A group of 13 to 17 potential drop-outs were identified in the junior year of high school. For this group, a special course was planned to prepare them as skilled homemakers and assistants in day-care centers. The girls remained in school during the senior year with marked improvement in academic grades on the part of all.
6. Utilize the home project program as one avenue for helping students develop salable skills.
7. Emphasize with students the importance of a job well done, regardless of the nature of the job.
8. Work with industries in the community to determine what education will be useful in employment situations.

9. Help students learn to manage time effectively. Use case situations relating to both homemaking and employment situations.
10. Read current materials on teen culture as one means of keeping informed about teenagers today.

Discussion Group B2 - Anne Lee - leader

1. What are the implications of today's teen culture for secondary school home economics education?
 - A. Recognize the facts of the teen culture. Give careful consideration to the basic question: Should we adapt to the present situation in respect to teen culture or attempt to bring about changes in it? What are the responsibilities of adults in respect to setting examples for and providing appropriate identification figures for teens?
 - B. Since the material aspects of teen culture loom so large, give emphasis to selection of goods and services and the moral and ethical considerations in their use.
 - C. Help students become aware of the values concept - What are values? What are their sources? How do they influence decisions?
 - D. Help students develop awareness and appreciation for values other than materialistic ones.
 - E. Help students learn to be thinking people. Teach processes of thinking, help students make applications in solving problems of everyday living.
 - F. Help students develop an awareness of the way in which one decision affects another: For example:
 1. What other decisions are influenced when one decides to drop out of school?
 2. What other decisions are affected by a decision to marry in the teens?
 - G. Provide opportunities for students to move outside of themselves, to develop concern for others.

Discussion Group C2 - Mary Lois Williamson - leader

- A. Implications for presentations on Teen-Age Culture
 1. Since it was stated that the adolescent's drive for independence tends to be from his parents, and not from adults in general, teachers have a real responsibility in helping guide adolescents. If at this time the girl is not seeking advice from her parents, the home economics teacher has a real service to perform in helping the adolescent understand herself in her various roles.
 2. It is difficult for the home economics teacher to help students recognize and build values when the students' experiences are, often so very, very different from the teacher's. Student attitudes reflect these differences. Teachers often don't know enough about how students live to have understanding of real problems of students. Teachers should remember that to be

successful in giving help one has to help the other person in his own way.

- a. In providing vicarious experiences teachers should try to make them as realistic as possible.
- b. Teachers need to try to project into future experiences. As an aid in challenging students to think about values, what's important to them and why they behave as they do, one teacher said she found it effective to challenge students with the phrase, "Remember, you are building memories," when decisions had to be made. This phrase might help a student think about the past and future as well as the present.
3. Since we don't know what the future will hold in opportunities for wage earning, but we do know that families and the education they give their children is of utmost importance, perhaps we should concentrate on doing a better job in educating homemakers-- in the broadest sense of the word.
4. The need for really knowing the students with whom one works was brought out again in relation to teaching money management. Quality of the teaching, and not just more of it, or more stress on techniques, was emphasized.
 - a. Motivation and attitudes of different kinds of students will be quite varied in relation to money (ex., welfare families who have never known any money but from relief, as contrasted with families and individuals who work for money)
 - b. Teachers need to identify what the real problems are, then latch onto real concerns rather than teaching money management in the abstract.
 - c. Perhaps values and choice-making, rather than techniques, should be basis for money management.
 - d. Since some students will have no money (cash) of their own to manage, teach identification and management of all resources; help students recognize other resources in addition to money.
 - e. Teachers need to find new ways to work with parents, to use many different approaches, to help parents to help their youngsters in relation to money management.
5. What do the problems of the high school drop out say to us as Home Economics Educators?
 - a. Re-emphasizes need for really knowing our students and their families.
 - b. The Home Economics teacher may be able to establish a relationship with a child to keep her in school better than some other teachers. (This was considered debatable; some felt no one teacher could be enough of a force to do this)
 - c. Since boredom often is a cause for drop outs, our subject should have many opportunities for a variety of experiences, and using new resources, to help overcome boredom.
 - d. Home Economics teachers need more training in how to deal with prospective drop outs.
 - (1) Attitudes instilled in pre-service educators about continued and future learning should help teachers be motivated for in-service education.

- (2) We should explore opportunities for scholarships and internships to help in in-service education for helping teachers to work with special groups.
- 6. Do we see working with the potential drop out as an activity separate from general homemaking?
 - a. We recognize that home economics can make a distinct contribution to the education of the potential drop out (or slow learner), but we do not want to be labeled for that alone.
 - b. We should clarify just what we are doing for all types of students, perhaps differentiating programs of various types and using different labels for these programs.
 - (1) Perhaps we need different arrangements for certification and different programs leading to various certificates, each for working with a certain type of student.

'Teen Culture Today--Implications for Secondary School Home Economics Education

Discussion Group D2 - Mary Lamb - leader

Discussion centered around implications for the teaching of the various aspects of home management. The following conclusions were drawn:

1. Money management should be taught as a separate unit of study as well as integrated in all content areas.
2. Semester courses in home management should be offered at upper high school levels.
3. Courses in home management should be taught at post-high school levels as well as in the high school. These may be especially planned to meet the needs of those who will combine homemaking and employment outside the home.
4. There is a need for identification of the basic concepts and generalizations in the area of home management. Although there has been work in this regard at national and state levels, teachers need to be better informed and given help in making use of the materials that are being developed.
5. Applications of the principles of management should be made to both homemaking and employment situations.
6. Students need help in becoming more discriminating in respect to what they see and hear in the mass media of communication. In particular, they need help in analyzing advertisements in terms of the values implied and the emotional appeals presented.

Third general session, Thursday morning, May 9

Topic: The Vocational Purposes of Home Economics Education

"Although there are shades of opinion regarding who should be served in such programs and in what manner, many, perhaps most, of the critics agree that education for employment should be a part of the secondary school program. Some would provide such education at the secondary level for slow learners only.

"In recent months, those demanding increased attention to vocational education at the secondary school level, and to vocational-technical education at the post-high school and adult levels, have become increasingly vociferous. The national situation in respect to unemployment and the changing patterns of employment underlie and give sturdy support to the demands of these critics.

"Only one of the many questions related to vocational emphases at the secondary level will be dealt with here. That is, an emerging issue in home economics education: What responsibility, if any, should home economics education at the secondary level assume for preparing students for wage-earning occupations as well as for the vocation of homemaking?"¹

This was the question to which attention was directed by the speakers and discussion groups at the Thursday sessions.

¹ Simpson, Elizabeth, "Selected Issues and Problems in Secondary Education--How Are They Being Met?" Journal of Home Economics, January, 1963.

OPINIONS OF HOME ECONOMICS SUPERVISORS ON THE WAGE-EARNING EMPHASIS
IN HOME ECONOMICS EDUCATION AT THE SECONDARY LEVEL

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A question appearing repeatedly in the field of home economics education in 1962-63 is: What responsibility, if any, should home economics education at the secondary level assume for preparing students for wage-earning occupations as well as for the vocation of homemaking? The study reported here is a direct outgrowth of consideration given this subject in a graduate course in home economics education curriculum. Further interest was aroused by two issues of the Illinois Teacher of Home Economics which report beginnings in pre-employment education, and by a recent article in the Journal of Home Economics dealing with emerging issues and problems in secondary home economics education.

The import of education for employment is clarified by a look at the changing role of women and the emerging employment picture in our nation. Economic necessity, advancement in women's education, elimination of domestic drudgery and the simple fact that women are living longer help us to understand why the average homemaker can expect to work twenty-five or more years in gainful employment outside her home. Not only may she expect to be a wife and mother, but she may look forward to a second role as a wage-earner. Necessity may find her performing these roles concurrently, but more commonly, her second role will emerge when her child-bearing period is terminated and she enters or re-enters the labor force.

Statistical experts constantly remind us of the sharply declining proportion of unskilled workers in the labor market. The Occupational Outlook Handbook predicts that in future years the service industry will grow faster than any other in spite of increased mechanization and automation. This is because there are many jobs that machines cannot perform--service jobs related directly or indirectly to home economics and most often held by women. Education for wage-earning in the secondary home economics curriculum may help women to prepare for the kind of future that they appear to be facing.

The high school drop-out rate continues to be of major concern to educators. Studies show that not only does educational level bear a direct relationship to job level; it also relates to stability of employment. A work-study program may help to motivate potential drop-outs and keep them in school.

These factors point to the evolving necessity of a redefinition of the inherent purposes of home economics education at all levels. Should the secondary curriculum confine itself solely to preparation for homemaking? Would education for wage-earning interfere with these purposes? How may it best be incorporated? These are points on which conflicting opinions are loudly voiced. The intent of this investigation is to gain some information regarding the trend of attitudes of selected leaders in home economics education concerning this emerging issue.

Purpose of the Study

The study was designed to determine the prevailing interest in and attitudes toward education for wage-earning occupations related to home economics in the home economics education curriculum at the secondary level on the part of state supervisors of home economics education. Another purpose was to discover what activities, if any, are being carried out in the various states in respect to education for wage-earning occupations in home economics education as observed by the state supervisors. It was hypothesized that supervisors in urban and industrial areas would most likely indicate a more positive attitude toward and report more activity in training for wage-earning emphasis than would supervisors in areas predominantly rural. In a discussion of the experimental program at Chicago's Flower Vocational High School, authors suggested ~~in the Illinois Teaching~~ that mounting unemployment and the public relief load in such a large city demonstrated a striking need for this type of program. It seemed reasonable to assume that a similar need might exist in comparable urban-industrial areas. They could offer more appropriate work experiences and opportunity for development than could smaller communities and thus would probably be more interested and active.

Procedures

The study involved a survey of the opinions of state supervisors of vocational home economics education in the fifty states. The data were collected in December, 1962.

Respondents

Opinions of state supervisors were sought because they, as key people in home economics education, presumably have an awareness of curriculum throughout their individual states and will most likely have a sense of attitudes, activities and trends in the state.

In order to secure data for the testing of the hypothesis, three questionnaires were sent to each state head of home economics education with an attached cover letter introducing the questionnaire and briefly explaining its purpose. The first of the cover letters was addressed to the head state supervisor and included a paragraph requesting her to fill out her reaction on the attached questionnaire and to forward the other two enclosed questionnaires and cover letters to assistant or area supervisors in her state, one who supervises a predominantly rural or agricultural area of the state and one who supervises a predominantly urban-industrial area of the state. An addressed and stamped envelope was enclosed to encourage a prompt return.

Questionnaires were sent to a total of 150 state supervisors of home economics education. Of this number, one-third, or fifty, were state head supervisors, fifty were supervisors of predominantly rural areas and fifty were supervisors of predominantly industrial areas.

Separation of these three groups for compilation of data was made from information requested in two items at the top of the questionnaire. Each respondent was instructed to check whether her position was that of head state supervisor or that of an area or assistant supervisor. Directly beneath, the area or assistant supervisors were asked to further indicate whether the area in which they supervise was predominantly rural-agricultural or urban-industrial in nature.

Method of Collecting Data

Data were collected by means of a questionnaire developed by the investigator. The supervisors were asked to indicate their opinions as to whether they agreed, disagreed or were undecided regarding ten statements about education for wage-earning as a part of secondary home economics education. These statements were designed to indicate the respondents favorable or unfavorable attitudes toward the question. Responses were made by checking appropriate columns. Two additional open-end items were included to collect information on the state's recent activities related to education for wage-earning at the secondary level and of published materials that supervisors interested in this emphasis have found related and useful to developments in the area of education for wage-earning in home economics.

An early draft of the proposed instrument and a proposal for the study were submitted to a panel of six teacher educators and experienced investigators for their reactions. Several suggestions were proposed in individual interviews and were incorporated in a revision of the questionnaire. The revised instrument was then pre-tested with supervisors in the states of Illinois and South Carolina to determine whether it would elicit the information sought.

Method of Analysis

The data obtained from the questionnaires were used to test the hypothesis that supervisors in urban and industrial areas are likely to indicate a more positive attitude toward and report more activity in training for wage-earning occupations than are supervisors in areas predominantly rural or less industrialized. This hypothesis was tested for each of the items separately by the chi square statistical test.

Analysis of the free response item asking for a report of the state's activities related to a wage-earning emphasis was made by summarizing and categorizing the responses according to the extent of activity indicated. Responses to the item requesting literary references found useful to the respondent were collected and summarized with notations made of all states reporting the same reference.

Findings

Of 150 state supervisors contacted, 57.3 per cent returned completed questionnaires. Seventy-four per cent of the head state supervisors responded compared to a much lower percentage of returns from area or assistant supervisors. The per cent of return from rural and urban area supervisors was only thirty-seven per cent. This may have resulted from the somewhat involved communications of having the head supervisor in each state refer the questionnaires to area assistants. More direct contact with all supervisors might have produced a larger number of returns.

The data presented on the questionnaire copy at the end of this paper is an item-by-item compilation of per cent of total response for each column. More complete tables drawn up for the study also compare responses to each item in terms of the position held by the respondent, be it that of head supervisor, assistant supervisor in an industrial-urban area, or assistant supervisor in an agricultural-rural area.

With nearly seventy-three per cent of all respondents agreeing, it can be fairly well established that education for wage-earning is an emerging emphasis in home economics education at the secondary level. Indecision is voiced by nineteen per cent of respondents which may indicate hesitancy as a result of lack of understanding and information on the part of a portion of respondents.

Viewpoints are more divided regarding whether or not education for wage-earning at the secondary level will interfere with the purpose of teaching for the vocation of homemaking, as shown in response to item two. Although the respondents see wage-earning emphasis as an issue, sixty-four per cent of the respondents feel relatively certain that it will not hamper the present purpose of the program. Nearly nineteen per cent are undecided concerning the statement.

Response to item three shows that more than eighty per cent of the respondents believe that preparation for wage-earning occupations does have a role in the secondary curriculum, although seventy-three per cent saw it as an emerging issue in response to item one.

Items four and five were included in an attempt to determine attitudes concerning some of the purposes for including wage-earning in the curriculum. When queried as to whether they feel the emphasis will motivate the slow learner and potential drop-out, item five, seventy-eight per cent of the respondents believed that this would be the result. When preparation for the dual role of homemaking and wage-earning is used as rationale for education for wage-earning, eighty-one per cent are favorable, with much less indecision indicated.

Purposes in development of the questionnaire were to determine general attitudes toward the question (items one, two, and three), to ascertain opinions regarding rationale (items four and five), and, in items six, seven, and eight, to get some feeling as to how supervisors believe that the emphasis should be developed. Although obviously not indicative of the vast range of possibilities, three general proposals for incorporation were presented for consideration: (1) a cooperative work-study program with other areas of vocational education (item six), (2) "built-in" emphasis or incorporation into the present program by application of basic facts, principles and generalizations to work situations as well as homemaking (item seven), and (3) development of the emphasis as a unit that works for development of traits and skills for employability (item eight). Of the three possibilities, respondents were most favorable to the "built in" emphasis (sixty-two per cent) and to a cooperative vocational work-study program (fifty-eight per cent), but this statement must be made with reservations in view of considerable indecision also expressed. Concerning development of the emphasis as a career study unit, respondents were almost equally divided in all three response columns, possibly indicating either misunderstanding of the proposal or that the method of incorporation is in a stage of uncertainty.

In item nine, fifty-seven per cent of all respondents believe that interest in education for wage-earning is growing in their states. Perhaps this growth is not as fast as they would like, however, for ninety-one per cent of all supervisors indicated that they are personally interested in further exploration of the emphasis.

In the analysis of data, total group reaction was studied more than that of individual types of position. With a relatively small group of respondents, as in this study, insignificant differences may lead to false assumptions.

In testing the hypothesis that supervisors in urban-industrial areas are likely to indicate a more positive attitude toward training for wage-earning occupations than are supervisors in areas predominantly rural, the chi-square statistical technique showed no statistically significant difference in the viewpoints expressed, and the hypothesis was refuted in this portion of the study.

The value of this study would have been enhanced had opportunity permitted a larger number of respondents. One limitation was imposed by the fact that all respondents were vocational supervisors. Results may have been noticeably varied had a group of city supervisors of secondary home economics education been included in the group of respondents.

Forty-nine per cent of all states returning questionnaires reported some degree of activity in their state regarding the issue of education for wage-earning in the secondary home economics curriculum. Four states, or ten per cent of those responding to the question, indicated that interest in the emphasis was evident, but that activity was still in the exploratory and discussion stage at state level. A group of three states reported that wage-earning emphasis was being "built in" or incorporated into present curriculums in their state through application of basic facts, principles, and generalizations from class to work situations. Experimental programs of various types were reported in seven, or seventeen per cent, of the states. This investigator noted that six of the seven experimental programs were reported by area supervisors rather than head supervisors, and that all but one of the experimental programs is in an urban-industrial area. The seventh experimental program is being developed in a resort area of Missouri to help prepare girls for service jobs as waitresses, baby-sitters and maids in motels and hotels during the summer tourist season. In the reporting of these experimental programs, in only one instance was a program reported by a head state supervisor. It appears that the urban-industrial areas are taking the lead in initiating and developing these programs, which would tend to support a portion of the investigator's hypothesis that urban and industrial areas are likely to indicate more activity in training for wage-earning occupations. A number of other significant activities were reported ranging from development of a unit on wage-earning emphasis in Maine and development of a filmstrip with references related to work activities in Utah, to study groups in Indiana and a vocational conference in Nevada exploring the issue.

Sources and literary materials related to education for wage-earning in secondary home economics education curriculum were listed by nearly a fourth of the respondents. References most frequently reported include a unit plan, "Home Economics can help Prepare for Wage-Earning Occupations" by Helen Downs and Marcia True, published in the Vermont Home Economist, and Wood, Hill and Amidon's bulletin, Management Problems of Homemakers Employed Outside the Home, from the U.S. Department of Health, Education and Welfare. The U.S. Women's Bureau has published several bulletins which are proving useful as are articles in two recent periodicals, one of which, interestingly enough, is not a home economics publication.

Although not specifically requested to do so, many respondents made miscellaneous comments on their questionnaires regarding the issue of education for wage-earning in the secondary home economics curriculum. The most consistent of these comments also appeared to be the most strongly supported by its proponents. Supervisors in six states expressed very definite opinions that the place for education for wage-earning was not at the secondary level, but rather in post-high school training.

Opinions on all aspects were varied and sometimes in direct opposition. One supervisor felt that, as we section our students according to ability, wage-earning emphasis will be a real advantage for the slow learner. Another thought that, while education for employment can serve to motivate the potential drop-out, it is not for the slow learner for, in most cases, he will not be very employable anyway.

Many comments were made as to the best means of incorporating wage-earning emphasis into the program. Some favored a cooperative program, others a separate program developed for home economics alone. The head state supervisor in Hawaii sees F.H.A.'s objective III, "strengthening my education for future roles," an opportunity for education for employment. A supervisor in one of the central states feels that incorporation of education for employment into our present program can only serve as an orientation--not preparation for them. Most of the schools in a sparsely populated western state are too small to train girls for specific jobs according to its head supervisor of home economics education. She feels that "built in" emphasis is the only way wage-earning emphasis is feasible in her state. Several respondents express the opinion that this emphasis, as it is known at the present, will not be workable in all areas, and an Ohio supervisor suggests that the type of program finally developed must depend upon the individual local situation it is to serve.

Two states expressed concern that teachers are not prepared to adequately teach in terms of this emphasis and will require special additional training, while a third supervisor from an eastern state wondered why we are limiting ourselves to preparation for home-economics related jobs.

Conclusions and Recommendations

The findings of this study indicate that state supervisors of home economics education throughout the nation are showing considerable interest and concern for education for wage-earning in the secondary home economics curriculum. Although scattered activity is reported, it is in experimental stages and largely of an uncoordinated nature. On the whole, positive attitudes regarding this issue are expressed. The majority of supervisors would seem to agree with one who said "Some teachers are reluctant to venture into using a wage-earning emphasis because it may impair the prestige of their classes. I feel they are missing a bet to make a real contribution." However, it appears that the term "issue" rather than "trend" will need to be used in referring to the wage-earning emphasis in home economics education until such time as activity becomes more generalized, organized and vigorous.

Leadership needs to be provided in respect to this issue. This calls for clarification of purpose at local, state and national levels. There is also great need for additional research and published literature on the issue. A survey of jobs and occupations to which home economics education can make a contribution would be useful in the development of experimental programs. An experimental research program for potential dropouts in which

a control group is used might help determine whether the wage-earning emphasis has a greater holding power than the ordinary homemaking-centered vocational program. The role of education for wage-earning in secondary home economics is in a state of evolution. Through experimentation and constant evaluation, the true role will be realized.

QUESTIONNAIRE ON THE WAGE-EARNING EMPHASIS IN HOME ECONOMICS EDUCATION AT THE SECONDARY LEVEL

Please check one of the following: My position is

☐ state supervisor

☒ area or assistant supervisor

If area or assistant supervisor, please check below:

The area of the state which I supervise is predominantly a

☐ rural area

☐ industrial area

Please mark your reaction to the following statements in the appropriate column.

	Agree	Unde- cided	Dis- agree	No Response	
1. Education for wage-earning is an emerging area of emphasis in home economics education at the secondary level.	73*	19	9	0	✓
2. Education for wage-earning in the secondary home economics curriculum will interfere with the purposes of education for homemaking.	13	19	64	4	✓
3. Preparation for wage-earning occupations has no place in the secondary home economics education program.	3	13	81	2	✓
4. Increased emphasis on preparation for wage-earning occupations in secondary home economics would be especially helpful for motivating the slow learner and the potential drop-out.	73	24	2	0	
5. Education for wage-earning can add a new dimension to home economics courses since a large proportion of girls will combine wage-earning and homemaking as a dual role.	81	10	6	2	✓

* Per cent of total responses are reported in each column for each item.

	Agree	Unde- cided	Dis- agree	No Response
6. Education for wage-earning should be offered as a cooperative work-study program with contributions from all vocational areas, such as home economics, trade and industrial education and business education rather than a specialized home economics work-study program.	58	33	8	1
7. Education for wage-earning can be incorporated effectively into our present curriculum by making applications of basic facts, principles and generalizations to employment situations as well as to homemaking.	62	26	13	0
8. The place for education for wage-earning in the secondary home economics curriculum is in a career-study unit where students can see possibilities for home economics related occupations at various levels and can learn the traits and skills that make for greater employability.	31	30	36	0
9. Interest in my state concerning education for wage-earning in the home economics curriculum is growing.	57	22	17	3
10. I am interested in exploring the possibilities for education for wage-earning in home economics at the secondary level.	90	5	1	3

Recent activities in my state related to education for wage-earning in the secondary home economics curriculum include (Please describe as fully as possible on the back of this sheet and give source of information.)

Have you recently found in the literature any materials which are related to education for wage-earning in the secondary home economics curriculum? (Please list and give source.)

COMMONALITIES IN VOCATIONAL EDUCATION

William J. Schill

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 University of Illinois

The intent of this paper is to define, rather abstractly, some of the common elements that are applicable to all of vocational education. To do this, I will look at women in the labor force and some of the trends that seem to dictate a vocationalistic future for home economics education. I recognize that home economics has been and is preparing women for the occupation of homemaking, but I am using vocationalistic in reference to wage-earning occupations such as dietary technician and catering services. Stemming from the first consideration, I will attempt to delineate some of the factors that are contributing to changes in the roles of men and women. Then I will discuss what I consider to be the major objective of vocational education and an interpretation of it in light of recent developments in the labor force. Finally, I will attempt to define a basis for a common core of material pertinent to all areas of vocational education including home economics.

Women in the Labor Force

Women are a distinctive and essential part of the American labor force. Currently, one-third of all women over fourteen years of age are employed in the labor force in any given month. Two-fifths of the women over fourteen work at a gainful occupation sometime during the year. If the Bureau of Census ever gets around to setting more meaningful age categories these proportions will increase. The Bureau of Census has used the age categories of fourteen to twenty-five, and over twenty-five, for years; these now seem antiquated. I am sure that in the age group, eighteen and over, the proportions of employed women are higher than those cited. Working women include career women (both married and single) and single women who are employed prior to getting married, many of whom will enter the labor force again in the near future. This is supported by the fact that only one-fourth of the employed females are single and one-half of the employed females are over forty.

We all know that women are increasingly acceptable in occupations and professions in which they previously were not found. The trend is not decreasing and it has some manifestations which must be of interest to vocational education. Two manifestations of the acceptability of women in the labor force that immediately come to mind are (1) in the lower socioeconomic groups and in racial minorities, the woman is currently more readily employable than the man, and (2) sex is slowly ceasing to be a major criterion for promotion. The facts and figures of women in the labor force all seem to me to indicate that home economics has no choice but to become involved in the preparation of women for vocational pursuits of a wage-earning nature.

Changing Roles

Industrialization of itself has had a profound effect upon the family. Both parents working is not unique to modern industrial society for they both worked at gainful occupations in the colonial era of the United States. However, these pursuits were largely conducted in the home by the women and the centralization of manufacture and commerce has led to both working parents being employed away from the home. Although it is not unique to industrial society for both parents to work, it is unique for both of them to work away from the home. People, in general, can no longer produce apart from the industrial organization.

Correlated with the employment of women away from the home is a change in preference for family members in the occupational setting. Employment of more than one family member in managerial positions, industrial employment, and academic employment is called 'nepotism' and is considered to be undesirable. This is in direct contrast to pre-industrial extended family involvements. We can expect technological advances to continue to influence the roles of men and women, their place in the family, and their sources of satisfaction. With both parents working, the family structure is changing and it is apparent that the changing role of women and the changing role of men cannot be treated in isolation from each other. As technology advances, education is increasingly required to develop the skills and professional abilities that are functionally related to industrialism. Education increasingly becomes the handmaiden of industrialism.

As the scientific industrial revolution continues to change the world of work there will be need for modification in the attitudes toward and the concepts of work, status, efficiency, and consumption, to mention but a few. There is one area of stability. Women will continue to play the role of teacher to a considerable extent in and certainly outside of the formal educational setting. In this capacity they have a direct effect upon the formation of attitudes and concepts. Of the mere handful of studies that concern themselves with changing work roles, none has touched upon the domain of vocationalistic home economics. There is meaning to the whole spectrum of vocational education that can be gleaned from the common conclusions of the studies that have been made. These conclusions have meaning for home economics since many of the occupations included in the studies are predominantly filled by women. The conclusion that, "work in the plant and the office is becoming more alike with increasing automation," seems to support the need for a core for vocational education. A second common conclusion, "workers in both the plant and the office are increasingly aware of how technological change affects their lives," seems to give support to the idea of educating prospective workers in the attitudes and concepts applicable to current industrial practice. The third common conclusion, "major technological changes mean extended periods of disruption in the basic patterns of working for both blue- and white-collar workers," supports the need for extensive and continuous research by vocational education if it is to keep abreast of the tide. The research, in turn, must be predicated upon a new view of occupational education and new constructs of individual involvement.

Home economics as part of vocational education has a vital part to play in interpreting industrialism and developing realistic attitudes for prospective employees. The home is not an isolated institution. The home is affected by economic, technological change, political activity, and industrial consolidation. The concept of mass production, for example,

can be found in agencies such as supermarkets which are closely allied to the home and family. The home in turn has its effect upon other institutions, particularly the school. Women as employees, as teachers in formal education, and as teachers in the informal sense in the home, have a profound effect upon the interpretation of industrialism. We cannot divorce advances in areas such as distribution, transportation, and communication from attitudes toward work. Nor can we divorce these changes from the changes in role expectations of the male and female in our society or from the concept of the family. The home is no longer the cloister for women and the sanctuary for men.

The Major Objective of Vocational Education

An objective that is common to all statements on vocational education is, "to prepare persons for and enable them to progress in socially useful occupations." Or to state this differently, "to develop salable skills." Perhaps home economics is defining salable skills when it concerns itself with strengthening family life, improving goods and services used by the family, satisfying the changing needs of the family, and promoting community, national, and world conditions favorable to family living. I would suggest that the references to the family, admirable as they may be, are limiting features, when viewed in terms of current constructs, with which home economics should not be restricted. The world of work for women currently goes far beyond the home and family even though both have major import. But I digress. Back to the topic.

In discussing salable skills, it is important that we keep in mind not only occupational trends such as the decrease in unskilled workers, the increase in clerical and white-collar workers, the increase in service and domestic occupations, but also high and increasing rate of job mobility. The concept of a trial occupation short-term exploratory job commitments with numerous job shifts holds for the graduates of vocational education programs as well as it does for persons entering the labor market without the benefit of vocational education. If we add to this the current expectation that persons now entering the labor force will, because of technological advances and their concomitant effects upon occupations, work at least three different occupations in the course of their lifetime, we have a situation that requires that we redefine salable skills and cease to view occupations in terms of specific jobs or job trends in a specific geographical area.

Many of the attitudes toward work which appear to be dictated by labor force trends are in sharp contrast to our Puritan values. In the past, our Puritan values dictated that we respect hard work and not pleasure-seeking. Work is still an acceptable activity, even though it requires a new definition with advanced machines and sources of power doing most of what used to be called work, but pleasure is no longer degraded and frivolity with its aspects of conspicuous consumption may even be acceptable. There is at the minimum, a need for a new interpretation of what is acceptable human activity.

Let's look briefly at occupational commitments. Historically, working man committed himself to a specific occupation at a very early age. As industrialization progressed this age was postponed and postponed. The time may well be at hand when there is no longer any need to commit oneself to a specific occupation at anytime. Perhaps this is now needed in a commitment to an understanding of the changes that are taking place and will continue to take place in the societal structure and to develop the attitudes, understandings, values, and fundamental skills common to a variety of occupations which will not only

permit, but will enhance the progress of industry, the mobility of persons, and the redefinition of work and role.

Commonalities in Vocational Education

Since the instigation of vocational education as a public school enterprise there has been a constant increase in the number of offerings. This proliferation is being accelerated today. The question I ask is similar to the one currently being asked in the physical and natural sciences: "Are there areas of overlap in course content sufficient to justify a common offering?"

In light of my previous statements, I believe that it follows that everyone preparing for gainful employment must acquire modern attitudes toward work, job mobility, and his or her role in society as well as in the family.

There is considerable evidence to support the proposition that personality and attitudes contribute to employability as much if not more than specific skills and knowledges related to a given position. If this is the case, then vocational education must commit itself to developing attitudes toward work and an understanding of our highly advanced technical society. This I propose is a basic commonality in vocational education. It does not differ among *the discreet areas into which vocational education is currently divided.*

The second area which permits common instruction in vocational education is the physical sciences. The search for commonalities in the physical sciences for vocational education is predicated upon the acceptance of the foregoing comments in regard to the changing occupational structure and its impact upon the individual. It is further predicated upon abolishing our allegiance to teaching "the mysteries of the trade" with which the crafts have been associated for years. It is further predicated upon the assumption that the men who are most qualified to perform jobs are able to understand the scientific basis upon which the jobs are founded.

There have been numerous studies to define specific aspects of curricula for vocational education but these have been limited mainly to the study of an individual offering with vocational education. There are, at present, insufficient data to permit an empirical definition of the areas of the physical sciences common enough to vocational education to permit their being taught as a core. Time here does not permit a detailed analysis in a theoretical fashion of the applicability of various physical science concepts to a number of vocational education offerings.

I believe that the gist of the idea can be demonstrated by looking at a small aspect of the offerings in agricultural education, home economics, and industrial education. For this discussion, let's consider three hypothetical jobs. One in agriculture that is concerned with the testing of hybrid seed, one in home economics that is concerned with large-scale food preparation and one in industrial education that is concerned with the use of electronic components. I must, at this point, admit that although I understand the requirements for positions in electronics I have picked the example. The study of heat energy is one of the major topics in physical sciences. I believe it is readily apparent that all three of these positions mentioned previously are concerned with the source of heat energy, the transformation of the various forms of other energy into heat energy, the conductivity of a variety of materials, the convection of heat through air circulation, and the radiation of heat.

The home economics student preparing for a job in a cafeteria, catering service, or the food preparation facilities of a public institution has need to know about heat energy. Heat energy, its sources and its intensity are fundamental in food preparation. Conductivity, radiation and convection are fundamental concepts applicable to the preservation of prepared food in attractive and palatable form. There are additional concepts that are essential when we consider the newer forms of food preparation such as infra-red light. Even though the student preparing for an industrial position in electronics has no need for preserving food, the concepts of heat are equally applicable. He must be able to understand the relationship between other sources of energy and heat. Further, he must consider conductivity, radiation, and convection in planning for dissipation of heat to avoid component damage.

I hope this has been sufficient to generate some interest in commonalities in vocational education. I am sure there are many, many more that systematic study would reveal.

IS THERE A NEW VOCATIONAL PURPOSE IN HOME ECONOMICS EDUCATION?

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I am delighted to have an opportunity to attend and participate in your conference. My only regret is in not being able to stay for the remainder of your program since I know I would benefit greatly by it.

The title given to this presentation pre-supposes that there might be a new vocational purpose in home economics education and I am happy to explore with you to see what this might be. A great deal of careful analysis and study is being done, both nationally and in states, to determine appropriate changes in home economics education at the secondary and college and university levels. Our discipline is one that must continuously be adjusted to better meet needs of individuals and families as changes occur. Within my own experience I have seen a change from preparing individuals for a home production of goods and services to a consumer responsibility. We have recognized that teaching knowledge and skills to individuals for their own benefit must give way to a family-centered program. Due perhaps to the increasing speed of change, the current need for some modernization of our programs is a very significant one.

Revised purposes leading to program adjustments are based on an understanding of families. Before any major change is made there must be a careful study of the current situation basic to curriculum revision. A re-examination of goals is most helpful in reminding us of our over-all purposes. Sometimes I wonder if some of us may not have forgotten what our stated goals really are since we seem to "slide" into a pattern of putting emphases on those things which we enjoy teaching and are therefore able to teach more effectively rather than to consider the broad aspects of homes and families.

An understanding of the needs and concerns of individuals and families in our changing society is an important factor in determining any change in home economics education programs. Let us examine some of the conditions that exist today which are of significance to us in revising our curricula.

For more than a century home economics education has been working toward the goal of strengthening family life. This is still a major goal for the home economics program today. The difference lies in the content focus and procedures used, which must be continuously adjusted to concerns and responsibilities of individuals and families. Life in our society changes rapidly. The impact of changing conditions upon homes and families is great. The home economics education program must keep in tune with these changes if it is to be effective in the preparation of individuals for personal and family living in the home and community.

Today's families face pressures and problems daily. Our lives and our home economics programs seem to center around change. This leads to a need for continuous adjustment to change, and flexibility in our goals and activities. One of our responsibilities as home economics educators is to be alert to the impact of changes on families and homes and to plan new directions that will provide appropriate ways to help families deal with their needs and concerns in an ever-changing society.

Perhaps we can more dramatically illustrate changes that have taken place in homes and family life if we compare family life a century ago with that of today. Home life in the 19th century as portrayed in these engravings is very different from that which we know today. Home was the chief entertainment center with family members as the main participants. Fun and games were improvised with relatively few gadgets and pieces of equipment.

Prime requisites for housekeeping in the 19th century were muscles, stamina, and time. Mechanized equipment to ease the jobs of home care was only beginning to be introduced.

It required more than the flick of a switch or the defrosting of a package to prepare dinner for this family. Most foods were home-produced with variation dependent upon the skill and interest of the homemaker.

Although clothing for women continued to be made in the home, new developments and bargains in manufactured clothing for men began to appear as is evident in advertising of the times.

Bedtime was not looked upon with any more favor than it is today. Evening relaxation took the form of quiet activities at home, such as embroidering and reading.

There is never enough storage space available in homes, either then or now. Storage of heavy, bulky quilts and winter clothing during the summer months presented a major problem.

Few families took extensive vacations. An outing meant a very special occasion for the whole family.

Mother was usually at home all day and a ready source of information, comfort and guidance. It was relatively easy to foster family unity and influence character development.

While dress and surroundings have changed since the school of this day, motivating pupils was apparently just as much of a problem as it is now.

Homes and Family Life Amid Today's Automation. Today's families have a great deal of automatic equipment available which contributes to a saving in time and energy but requires considerable knowledge and understanding in its use and care.

Commercially produced convenience foods abound in the market and save time in preparation. Wise choices and creative uses must be engineered by the homemaker to provide interesting and nutritious meals for her family.

New and complex fabrics and materials in clothing and household furnishings save time and yet require skill in selection, use, and care.

Entertainment and leisure activity take many forms in numerous places. Family members are frequently spectators rather than participants. Distance creates few problems as miles are covered in minutes.

Families frequently depend on organizations and agencies to establish their relationships with neighbors.

The development of those values which make a family a secure and strong unit has become increasingly difficult due to the many forces outside the home which tend to draw members away from the family group.

These are things that we can do now but the future will bring even more fantastic changes if plans being made by inventors and developers are successful. It has been estimated that 70% of what we will be using in 1980 has not yet been invented but we are told that in that year:

One may wake up in a bedroom that is round instead of square. In the summer a blanket may be used to keep cool, while in the winter perhaps no blanket will be needed.

Clothes will be cleaned quickly and efficiently in a closet wired with supersonic sound. Portions of every wardrobe may well be disposable. The idea of weaving fabric will be a thing of the past.

Dishes may be cleaned in a few minutes with a jet of air. Electrostatic dust gatherers will keep the house shiny, and self-operating polishers, vacuum cleaners and floor scrubbers will do the dirty work.

Processed food will look and taste as fresh as the day it was picked. Housewives will push a button to cook, to raise or lower a shelf, to get a recipe, or to get rid of waste. An automatic server will bring food to the table and return dirty dishes to the dishwasher.

From all of this we recognize that:

Today's students must be provided with the concepts, principles, values and skills that will help them adjust to future problems unknown to us at present.

Another approach to securing evidence of needed changes is the study of facts and figures. Let us look at some statistics and predictions about family living that will help us in determining whether or not our present purposes of home economics education are sufficient in helping individuals and families reach their goals. Some implications for program development of these statistics may be helpful also.

A. Women in Today's Labor Force

Women comprise one-third of the employed labor force. Working wives make up more than half of the entire female labor force. One-third of all women workers have children under six years of age. It is predicted that by 1970 almost fifty per cent of all women, 35 to 64 years of age, will be in the labor force. Women will work outside the home for approximately 25 years of their lives.

IMPLICATIONS

Therefore, home economics education must stress management and the part it plays in one's life. It must counsel youth for their dual role of job-holder and homemaker. And it must expand and strengthen education in home economics for out-of-school youth and adults.

B. Marital Status of Women

The median age for marriage among women today is 20.3 years. In 1960, two out of 17 girls between the ages of 14 and 19 were married. There are two million eight hundred thousand divorced people in the United States. In 1961, it was conservatively estimated that one out of every four will end in divorce. Two of every five teen-age marriages will end in separation, annulment or divorce. The divorce rate for

brides under 20 is three times that of the over-all national average. In 1960, of four and one-half million births, well over two million were first births recorded for mothers between 15 and 24 years of age.

IMPLICATIONS

These figures imply that home economics education must challenge and inspire young women so they see the importance of home and family. It must help young people set standards, and clarify their values, and provide opportunity for boys and girls to share in the solution of problems. And it must help youth understand growth and development of infants and children.

C. Facts Relating to Families as Consumers

During the '60's, teen-agers will spend ten billion dollars for non-durable goods. It is estimated that the average American family is exposed to one thousand, five hundred and ninety-eight selling messages every day, over television and radio, on billboards along highways, in magazines and newspapers, in daily mail deliveries, in ads on busses and even over the telephone. Women spend eighty-five per cent of the family income and influence the spending of the remainder.

Today there are eight thousand new food products on the market which were not even in existence ten years ago. The average grocery store will stock 1500 more items in 1970 than in 1958. Families are spending five times as much on installment buying as they spend in 1957. They now owe about 56 billion dollars on their installment purchases and charge accounts. By 1970 families will be in debt for more than one hundred billion dollars. Credit cards for gasoline, telephone calls, meals, hotel expenses, gifts, and other items are owned by about 20 million Americans. It is estimated that seventy-five percent of all American families save trading stamps.

In 1960 stamps were redeemed for merchandise valued at six hundred and seventy-five million dollars.

IMPLICATIONS

The picture presented by these facts implies that home economics education must redouble efforts to help youth to become better consumers of goods and services. It must help families plan use of income wisely, and it must help individuals meet conflicts created by our technological society.

D. Facts Relating to Family Housing

Approximately twenty million families in the United States move on an average of once every four or five years. This mobility is apparent especially among younger families. There is increased mobility in daily living as evidenced by workers commuting to jobs and family members buying in shopping centers. The 1960 census showed that of fifty-three million occupied dwelling units, thirty-two million were inhabited by persons who owned their homes or were buying them. Twenty-two million new houses are expected to be built between now and 1975. During 1960 approximately one hundred fourteen thousand "homes on wheels" were sold. Large apartment houses have been constructed at the rate of one-third above the 1959 figures. By 1970, three-fourths of the population will live and work in metropolitan areas.

IMPLICATIONS

This evidence implies that home economics education must help family members adjust to change brought about by moving often. It must stress management in relation to selecting, financing, equipping and maintaining a home. It must also assist youth in understanding similarities and differences among people and the social problems created by housing conditions.

E. Other Factors Which Influence Modernization of the Program

As changing socio-economic forces have influenced patterns of family living, so have they had their impact on the school program in general. Attention must be given to the increasing school population, to the vast number of potential dropouts who are being encouraged to stay in school longer, to the students with special talents and to those who are retarded learners. Educators are concerned with determining ways to help pupils of all abilities learn to the fullest possible extent, to develop the skills of critical thinking and decision-making, to become self-directive to the extent that they are able, and to develop ability to relate or apply what is learned to future situations. School buildings and the equipment for learning, too, are undergoing change to promote the most efficient learning.

IMPLICATIONS

All these developments and many more, provide direction for home economics education in the planning and presentation of course content, and the methods, techniques and facilities used for teaching.

F. Facts Concerning Pupils Who Drop Out of School

A study of the drop-out problem is one of real concern for home economics educators. Daniel Schreiber, Head of the NEA School Dropout Project, says that the problem has become too big to simply ignore. He points out that something must be done and right now. In this decade 7,500,000 young people, enough to fill ten cities the size of Washington, D.C., will drop out of school. What does this mean for us? Should we not give thoughtful attention to the kind of program we can provide to help pupils prepare for homemaking as well as for occupations related to the areas of learning they have received in a sequence of courses as a means of helping these pupils live productive and satisfying lives?

The facts and figures which we have just reviewed have special significance for home economics education. We must face the fact that family living changes somewhat when we know that 1) working wives make up more than half of the entire female labor force and 2) one-third of all women workers have children under six years of age. It is significant for us to remember that "all that affects women affects home and family life."¹ Therefore, if our major objective for vocational education in home economics "is to prepare for the responsibilities and activities involved in homemaking and in achieving family well being,"² then we better take a look

¹California Technical and Semi-Professional Jobs for Women, Progress Report, 1962. California State Department of Education, Sacramento, California.

²Vocational Education for the Next Decade, U.S. Office of Education.

at the way in which we are or are not preparing women for their dual role. This, I believe, leads to the need for recognizing that home economics education also has a dual role to assume. We must understand what happens to the home and family when the wife and parents are away from the home for either half-time or full-time occupation. A study of this situation leads to a recognition of the need for the utilization of home economics content to help women prepare for employment. Girls and women will enter the labor force in ever-increasing numbers. As women grow older, more and more of them will enter semi-skilled positions, yet few of them receive any training in school to prepare them for these occupations. We are constantly reminded that employment opportunities for youth who have not completed high school and who have no training in a specific area of employment are scarce and become more so. It may not be long before virtually all jobs will require some kind of specialized training together with a background in general education. There is evidence that jobs will grow at the fastest rate in professional and technical; clerical and sales; and service occupations. Many service occupations require skills that stem from home economics subject matter.

U.S. Commissioner of Education, Dr. Francis Kappel, said recently-- and I quote--

"Congress has accepted the obligation, under the Employment Act of 1946, to help promote high levels of employment. Yet, we know that under present trends some 30-40 per cent of the youngsters now in the fifth grade will probably not be graduated from high school unless we undertake vigorous reforms. They will go to work--or vainly look for work--without a high school diploma. They should have the opportunity, during their too-brief period of schooling, to acquire at least the rudiments of some skill or trade. This applies also to most of the other 60 per cent, who we now estimate will complete high school only. About half of these boys and girls will go to work or keep house, or both, after graduation. The others will enter college or some post-high school educational institution, but less than 20 per cent of today's fifth graders will become college graduates-- the physicians, scientists, lawyers and teachers of tomorrow. A large number of those who do not complete college will join our non-professional working population--in business, in the trades, in industry, in the service occupations and on the farms. Their schooling should prepare them to start their working life."

Women in the World of Work. Whether or not we agree that women should work outside the home, we cannot avoid the fact that they are and will continue to be in the labor force in large numbers. There are many reasons, both personal and economic, why women join the labor force.

1. Living standards have improved greatly and the cost of living is high. Some women work to increase the family income to provide the kind of living desired.
2. Families are large and needs are great.
3. More children extend their education beyond high school and education costs are high.

4. Costs of illness have increased--there is need for protection and health insurance is high.
5. The woman may be the only wage earner in the family. The husband may be out of work due to automation or illness. Single women or those who are widowed or divorced may need to work in order to survive since they are often the sole support of a family.
6. Women may work for personal satisfaction in fulfilling some of their hopes and aspirations.

Many societal changes have influenced the role of women which makes employment more possible than has been true in the past. We have already pointed out the influence of change on the home which comes about because convenience foods, automatic equipment, and other technological developments make work in the home less time consuming. All of these free the homemaker to do volunteer work in the community or to work part or full time outside the home. Preparing for work outside the home becomes a new purpose in home economics education. Home economics is the field of knowledge and service primarily concerned with strengthening family life. A primary goal of vocational home economics has been and continues to be that of preparing for the vocation of homemaking. Current and predicted changes in our society make it wise to add a wage earning focus as a part of this goal. In addition, adjustments are needed in all home economics courses to focus on areas which help women adjust to their dual role. An analysis of problems and concerns in families where the mother is working outside the home, leads to the need for special focus on management, child development and family relations.

Home economics subject matter leads to many skills, attitudes and understandings which are closely related to areas of employment. Therefore, some of the home economics courses may be offered with both a homemaking and a career focus. In addition, a special orientation course may be included in the program to help youth prepare for adjustments in the working world.

Programs will vary with the size and nature of the community.

A survey of available occupations, state-wide and local, will lead to the identification of a variety of employment opportunities where home economics skills and knowledge lead to preparation for such jobs.

In New York State we have prepared a list of possible areas of employment following informal study of what positions generally would be appropriate. These have been listed in job clusters in terms of the special interest courses being offered and the broad scope of the basic sequence. This list includes such things as:

Child Development

Nursery school assistant
Home care of children
Child care center aide
Community recreation assistant
Recreational center aide
Home placement service

Family Meal Management

Salad maker
Waitress
Hostess
Short-order cook
Bakery-delicatessen assistant
Food and/or appliance demonstrator
Cook--special phase
Hospital dietetic aide
Tray room supervisor
Institution cook

Family Clothing

Clerk
 Alterationist
 Model
 Dressmaker
 Personal shopper
 Laundry-dry cleaning
 establishment

Family Health

Nursing home aide
 Hospital aide
 Private employment for aged,
 sick
 Home patient care

General

Homemakers' service
 Home employment

Family Housing, Home Furnishings

Clerk in furniture store
 Gift wrapper
 Florists' assistant
 Maintenance worker, custodian,
 housekeeper
 Maid (hotel, motel, etc.)
 Real estate interviewer
 Landscape helper
 Window dresser

Home management

Linen room supervisor
 Institutional housekeeper

Family Economics

Welfare circle
 Interviewer--finance company
 Interviewer--insurance
 company
 Personal finance interviewer
 Clerk in stores, food, clothing
 housing, equipment
 Personal shopper
 Demonstrator of small appliances

In addition to the special knowledges and skills needed as preparation for employment, we believe the home economics pupil who has had a broad sequence of courses is well qualified through her personal appearance, understanding of relationships and communications with people. Pupils interested in selling would be welcomed by employers when they demonstrate a knowledge about home furniture, furnishings, equipment and products of all kinds. Being able to assist the consumer in making wise purchases is an asset of great importance to the employer and makes advancement in the field of work more possible.

Helping pupils to become oriented to employment becomes an important part of any home economics program with a wage-earning focus. As a part of our state-wide home economics education revision we have worked with a special committee in planning this phase of the program. A special course has been prepared, which at the moment is nameless, but will be taught for a half-year at the senior level. It is designed to meet the needs of high school youth who major in home economics and who are preparing to enter the labor market. A major sequence includes three one-year courses which cover all phases of home economics. Pupils with a particular interest in one area of home economics may also be enrolled. The extent to which variations may be made in determining those who will qualify for the orientation course will be a local consideration. Work experience or a special co-operative experience program may be planned to strengthen the preparation for occupations related to home economics content. This course may encourage the potential dropout to complete high school education.

Behavioral objectives for the orientation course have been tentatively stated and may be of interest to you.

Understanding the changing economy, the social factors and the family values and goals that affect the individual's responsibility and competence in the world of work.

Utilization of human and material resources essential to achieving personal satisfaction and success in employment.

Understanding of the essentialities of employment in relation to the individual's potential growth, and effective use of his abilities.

Development of the individual's values, goals, abilities and personal habits for achieving satisfaction and competence in the world of work.

Development of effective mental, social and manipulative skills as a means to adequate and satisfying living in a democratic society.

The course is planned around three major concepts:

Adjustment to the World of Work

Characteristics and Values of the Employee

Management as a Means to Effective Living

The first concept has two supporting concepts, and generalizations have been stated for each. The eleven generalizations developed for the course will suggest the content and essential learnings. These are as follows:

Concept I

In a democratic society everyone must accept his appropriate share in the world of work through effective utilization of his skills, capabilities and creativeness

When workers recognize their personal qualifications in relation to the essential elements involved in employment, they are more likely to achieve a personal satisfaction and success

When careful consideration has been given to home and family responsibilities, relationship and values, a wise decision of whether to enter the labor force may be made

Security and protection of both employer and employee tends to be promoted through the use of legislation

Concept II

Appropriate appearance and good personal traits tend to increase the worker's satisfaction and achievement

Individual awareness and promotion of strengths and abilities increase the success of the worker

An individual's personal values and goals influence his choice of employment and effectiveness on the job

An individual who follows ethical procedures tends to be an asset to the employer

Effective relationships with fellow workers to greater personal satisfaction and better work

Concept III

Application of management principles contributes significantly to the achievement of satisfying personal and family living

When good management practices are used on the job, the individual tends to be more productive and finds greater satisfaction in his work

Preparation for occupations extended to the 13th and 14th year.

The difficulty high school youth have in securing work may well lead to development of wage-earning in a two year program following high school graduation. Programs at this level would be above that offered in the high school in qualifications required of students and in the more technical and responsible positions for which they may be trained. For example, in the foods area, the high school preparation would lead to such jobs as waitress, short-order cook, salad maker, tray room supervisor and the like. The 13th and 14th year preparation offer opportunity for positions as a floor food supervisor or main kitchen supervisor in a hospital, a cook manager in a school lunch program; or a food supervisor in hotels, restaurants, clubs and colleges.

For many years New York State has supported technical institutes for high school graduates, both boys and girls. Courses are offered for girls in food service; administration; and nursery education and practical nursing, which lead to an Associate in Applied Science degree. Supervised and cooperative work experience is a valuable and required part of each student's training. Job opportunities for graduates in each area are numerous and a level higher than the preparation given to high school pupils.

California has developed wage-earning programs related to home economics in the 13th and 14th year. Much progress has been made in this activity. The years ahead will no doubt see considerable expansion in the preparation for technical and vocational occupations for both boys and girls. Whether in a junior college, technical institute, vocational school or as an extension of the high school program, occupational opportunities must be made available for more pupils and they must be helped to recognize the importance of being prepared for specific areas of employment.

Summary

We started with the question "is there a new vocational purpose in home economics education?" Many individuals and state groups show their answer to this question through statements of purposes and curriculum plans being developed.

California, in 1962, published a progress report of their state-wide project on Technical and Semi-Professional Jobs for Women. This includes plans being developed within the home economics framework.

An excerpt from a bulletin published by the Department of Vocational Education in the State of Arizona entitled "Educating for a Challenging World of Work" reads as follows:

Home economics education is a program designed to prepare individuals for the important vocation of homemaking; to prepare girls for the dual role of homemaking and a career; and to train girls for wage-earning occupations such as child-care aides, housekeeping assistants, nursery school operators and companions for the aged.

The Detroit Public Schools have a bulletin "Preparing Pupils for the World of Work." A quote from that bulletin is of significance.

Without excluding or minimizing the goals of cultural enrichment or preparation for family life and political citizenship, all curricula should recognize and identify those elements which have a significant bearing on employability and effective performance in a job situation.

We live in a world of accelerating change. The impact of change on the home "increases the pressures there and brings new problems. The need for new patterns in family life is widely accepted."¹ New directions for home economics have been identified by the American Home Economics Education Association, and competences that will lead to effective living in a changing society have been suggested. "Home economics education can be effective only as it alleviates the stresses and promotes the satisfactions brought about by new situations."¹ One of the responsibilities we have as home economics educators is to be alert to the impact of changes on families and homes and to plan new directions that will provide appropriate ways to help individuals deal with their needs and concerns in an everchanging society.

If home economics is to continue as a significant phase of education, then we must give up teaching that which is obsolete, retain those aspects of the program that have significant and lasting values, and plan new areas to meet the challenges of today. As we review our objectives in the light of the needs of today and the years ahead, we cannot help but recognize that one of our new goals is to prepare individuals for the world of work as well as for homemaking. This is a real challenge for home economics educators. I am sure we will move forward in this direction with the same challenge and determination that we have demonstrated in past years.

When Abraham Lincoln was facing the greatest crises that this nation has ever endured--the Civil War--he knew that ordinary measures were not enough. "The dogmas of the quiet past," he wrote, "are inadequate for the stormy present. We must think and act anew." This quotation might be repeated daily by all of us who are concerned in planning a challenging and effective home economics education program for the years ahead.

¹Vocational Education in the Next Decade, U.S. Office of Education.

VOCATIONAL PURPOSES OF HOME ECONOMICS EDUCATION

QUESTIONS FOR YOUR CONSIDERATION

Rupert N. Evans
Associate Dean of Administration
College of Education

1. The principal question is not "Should Vocational Education be provided for women who are or plan to be wage earners?" This is no longer a question, for it has been answered loudly and affirmatively by people in distributive education, business education, trade and industrial education, and by persons responsible for training programs within industry and business.

The paramount question is, rather: "Is Home Economics Education to participate in the education of women for wage earning, along with other groups of vocational educators, employers, and unions?"

2. If question No. 1 is answered affirmatively, additional decisions must be made:

"Is education for wage-earning occupations to be a by-product or a principal activity of Home Economics?" One group which listed occupations in which Home Economics skills and knowledges lead to preparation for employment included hospital aide, clerk, maintenance worker, interviewer-finance company, and institutional cook. Are Home Economics educators to contend that the girl who completes the regular Home Economics courses plus a course, "Orientation to the World of Work," is prepared for employment in these occupations? Certainly such a type of occupational preparation would be very different from current programs in trade and industrial education, business education, and distributive education which are designed for these same jobs. An approach taken by some in your field seems to plan to provide training for wage-earning occupations as a by-product of their regular program. Most vocational educators plan their programs so that education for wage-earning occupations is a principal goal, rather than a by-product.

3. What are the special strengths of Home Economics educators which make them better qualified than other groups of educators to conduct vocational training for women?

If these strengths are not present now in sufficient quantity, what action can be taken to prepare new teachers and to re-educate older teachers for these new emphases?

4. Does Home Economics plan to accept the dictum that in order to teach a vocational subject you must have practiced it as a wage

earner? Dr. M.D. Mobley expresses this as "you can no more teach that which you do not know than you can return from a place where you have never been."

Teacher-coordinators in part-time cooperative programs rarely, if ever, have experience in each of the occupations for which they are preparing workers. They are able to secure excellent results, however, by having the actual skills of the occupation taught by trainers on the job. Unless some similar arrangement can be effected, it is difficult to understand how direct vocational instruction can be given by persons who are inexperienced in the occupation being taught.

5. How can cooperation with other areas of Vocational Education be effected?

Does it make sense for agricultural education, home economics education, business education, trade and industrial education, and distributive education to conduct programs, all aimed at wage-earning occupations, with little or no coordination?

Again, it would seem that we might look to the part-time cooperative instructor who is faced with the problem of providing related information for a variety of occupations simultaneously. Most of the information which he provides must be related specifically to the occupation or occupational family for which the student is preparing. There is much "general" related information, however. These coordinators quite often bring their students together to consider such general related information as budgeting income, saving and investing, credit and money management, contracts, legal regulations for young workers, income tax deductions, social security, pensions, labor unions, insurance, taxes, employer-employee relations, changing jobs, etc. If topics such as the above really are common across occupations, why should students who are preparing for wage-earning occupations be separated into various departments and taught this common information separately?

6. How can research on vocational education for women be expedited?

In the April, 1963 issue of the Review of Educational Research, page 201, Professor G.R. Walz of Michigan says, "...little is known about the vocational development of women....It would seem that the time is now right for longitudinal developmental studies of girls similar to Super's study of boys." Although home economics and business educators undoubtedly have done more research than any other groups in vocational education, there is much to be done.

7. With a rapidly changing occupational structure and occupational content, how can vocational instructors be hired, re-trained, and retired rapidly enough, and how can vocational courses be established, modified, and discontinued rapidly enough to meet society's needs?

In my opinion, this last question represents the greatest challenge to all of vocational education today.

Discussion Groups, Thursday, May 9

The Vocational Purposes of Home Economics Education --
A New Look

Discussion Group A3 - Lloyd Phipps, - leader

Discussion got underway with the following caution by a member of the group, "Never, never forget the importance of education for homemaking. All girls need to know how to manage a home and what is involved in family living."

During the discussion, the following major points were made:

- A. How we might proceed in re-defining the vocational purposes of home economics education:
 1. Take a fresh look at the question, "What is home economics?"
 2. Explore what we mean by home-economics-related occupations.
 3. Discover what jobs require specialized knowledge of home economics and how many people are employed in these jobs.
 4. Ascertain how many job opportunities are available right now in those jobs requiring knowledge of and abilities in home economics.
 5. Discover whether the jobs are increasing or decreasing in those fields in which a knowledge of home economics is needed.
- B. There is a need for job analyses of the various occupations for which a knowledge of home economics is needed. There is no known source of information at this time on specialized information needed.
- C. There is a need for special in-service education and, probably, some experience in industry to prepare teachers for the employment emphasis in home economics.
- D. The curriculum might be organized so that teachers would teach the content needed for a cluster of occupations that require specialized knowledge of home economics.
- E. Specialists from industry might be brought in to serve as resource persons or to help teach courses geared to the employment emphasis. They also might help to clarify the training needed for jobs that utilize home economics knowledge and abilities.
- F. Work experiences might be required of college students preparing to teach home economics.
- G. A team-teaching approach might be used in order to more effectively utilize the talents and work experiences of different staff members.

- H. Some questions for consideration in relation to the home economics program at the secondary level include:
1. Who should teach the wage-earning program in home economics?
 2. How and where may education for employment be incorporated in the secondary school home economics program?
 - a. Should the high school program provide a strong basic three-year curriculum for all girls followed by specialized training for a particular job in either the 12th or 13th-14th year?
 - b. Could the one-semester special interest courses in home economics be directed toward preparation for employment?

The Vocational Purposes of Home Economics Education --
A New Look

Discussion Group B3 - Mary M. Sturm, - leader

A question posed was: Has vocational education neglected the training of girls for certain service occupations which are home-economics related?

This group felt that some work in homemaking courses might be directed toward the development of skills and abilities that the girls might utilize in earning and that job training in a concentrated form might be provided in home economics classes at upper-high-school and post-high-school levels.

It would seem that opportunities for job training for adults might be provided through the vocational-technical post-high-school program and in the comprehensive high school as space and teachers are available.

This group felt that the fifth point made by Dr. Evans was extremely important and that funds and personnel should be directed toward determining ways in which home economics education and other areas of vocational education might cooperate with each other.

The point was made that it would seem wise to emphasize the use of research to determine the specific jobs for which women might be trained in home economics.

Other major points made in the discussion were the following:

1. Home economics deals with the fundamental and basic social unit of our culture. But, changes have taken place (and are taking place) in this unit and these must be taken into account in planning the home economics program. Major considerations must be given the fact that over half of all our married women are employed.
2. The dual role of women should be emphasized in the home economics program. Education for both homemaking and certain types of employment should be provided, along with education for successfully combining homemaking and employment outside the home.

The Vocational Purposes of Home Economics Education --
A New Look

Discussion Group C3 - Dorothy Keenan, - leader

This group concluded that:

- 1. We need to re-think the vocational purposes of home economics very carefully and keep an open mind in the process.**
- 2. If teachers are to prepare students for wage-earning, it would be desirable for them to have work experiences as background.**
- 3. Team teaching with those in other areas of vocational education might offer possibilities in preparing young people for employment in home-economics related occupations.**
- 4. Probably a program for teaching salable skills should be apart from Home Economics content as we now teach it and not integrated. A basic course in home economics, with a homemaking emphasis, might be offered in the early high school years and courses with an employment emphasis developed for the later years.**
- 5. We might help to prepare students for those occupations not presently covered by D.E. and D.O.**
- 6. We need to make some study of occupations to which home economics training might make a contribution.**
- 7. Preparation for employment is probably a secondary rather than a major role of home economics education at the secondary level.**
- 8. The employment emphasis has important implications for teacher education:**
 - a. Perhaps teachers specifically trained for the employment phase of home economics is an implied need.**
 - b. Employment experiences on the part of teachers was deemed desirable.**
 - c. Informal methods, such as TV programs, might be used to help provide in-service education needed by older teachers.**

The Vocational Purposes of Home Economics Education --
A New Look

Discussion Group D3 - Mary Holmes, - leader

The following questions were ones that concerned members of this group:

1. Is home economics education trying to assume too many responsibilities?
2. Is there danger of "spreading ourselves too thin?"
3. Are we willing to give up some of the things that we are now teaching that are no longer needed?
4. Are we willing to change our image?
5. What approaches to employment education ought we make?
6. Assuming that it is our responsibility, just how do we get into the business of education for employment?

The following conclusions were drawn:

1. Our first responsibility is to train for home and family living and then provide some experiences to prepare for entry into the world of work.
2. We need to develop ways in which we can work more effectively with those in other areas of vocational education in providing for education for employment. We should supplement and support those areas better equipped to provide for preparation for employment.
3. We need to recognize the need for changes in our field and be willing to delete obsolete learnings in favor of those new emphases needed by today's youth.
4. Team teaching with those in other areas of vocational education offers possibilities for home economics to contribute what is unique in the field to preparation of youth for employment.
5. There is a need for home economics teachers to become better acquainted with the world of work and with the occupations which are home-economics related.
6. State departments, colleges, and universities should provide workshops to help teachers with the new emphases in home economics education.

Fourth general session, Friday morning, May 10Topic: Implications for Teacher EducationSummary of Thursday's group work--based on Dean Evans' 7 questions.
(Summary prepared and presented by Dorothy Keenan)

1. Is home economics to participate in the education of women for wage earning, along with other groups of vocational educators, employers and unions?

Yes,
but many aren't too sold on this.

We hesitate to make a complete changeover and are concerned about spreading ourselves too much. Maybe we are unwilling to give up things no longer needed.

We need to redefine home economics
to find out

what jobs require home economics related knowledge
what job opportunities are available and whether these
are increasing or decreasing

What are some problems that we foresee?

Teachers aren't prepared. We don't know what industry wants.

The locality (rural-urban) will influence need.

Can the type of student we get be trained for the home economics related jobs we have considered?

How will the community react? They have ideas about what home economics should be and about what jobs are respectable.

2. Is education for wage-earning occupations to be a by-product or a principal activity of home economics?

Our first responsibility is to educate for home and family living

Our unique contribution may be to show the relationship of homemaking and wage earning. There is a question as to whether slower students who would be in these vocationally oriented classes would be capable of mastering such a concept with related generalizations.

We might include an employment-centered course as a "special interest course" along with those now being given in subject matter areas. The title, of course, is

important. We must avoid the impression that it would be for slow learners only.

Some related problems are:

Are teachers ready? Should the teacher be the regular home economics teacher? Maybe some teachers could be trained specifically for this.

Is this the image we want, granted our present image may not be so good.

Is there time for two home economics programs in small schools?

Does this belong in regular high school program or in post-high school years?

It has been suggested that this new program be done apart from home economics content as we now know it, not integrated. We might take people of lower-ability levels who do not now qualify for other vocational education programs and, in addition, brighter girls who for financial or other reasons couldn't go to college and help them to prepare for home economics related occupations. We would need to look at a broad range of occupations requiring varying levels of ability. We might help people already employed with management problems of combining homemaking and wage earning. This might reduce absenteeism.

3. What are the special strengths of home economics educators which make them better qualified than other groups of educators to conduct (some) vocational training for women?

If not, at present, what action should be taken to prepare new teachers and to re educate older teachers for these new emphases?

Special strengths might include:

the experience of being a woman with the dual role. Even single teachers often manage homes and jobs and may have dependents.

the knowledge of the principles of management required in carrying the dual role of homemaker and employee with success and satisfaction.

the specialized knowledge in certain areas, as child development and family relationships, needed in certain service occupations,

Young teachers are apt to have had experience with the dual role as many are married while still in schools and work, study, and manage a home, too. They will need help in recognizing the relationships between these experiences and the new emphases in home economics education.

Retraining of the mature, experienced teachers might be via TV and special workshops.

4. Does home economics plan to accept the dictum that in order to teach a vocational subject you must have practiced it as a wage earner?

It may not be possible to have this at present.
Specific skills could be taught on the job--theory and general attitudes, etc., in class.

Many young teachers have had work experiences. These could be planned so that certain of these occupations could be practiced during college years.

In general, home economics has been based on a different philosophy--at least teachers have been urged to emphasize education in general principles while T & I has emphasized specific skills or trades.

It may be possible to use home economists in business to help give specific training on the job--or to teach some in the classroom.

Those who are temporarily out of the labor force with small children at home, might be able to teach part time.

We need to work with industry to clarify the training needed for home-economics related occupations.

5. How can cooperation with other areas of vocational education be effected?

Use team teaching

Work at state or regional level
workshops with OO, DE, T & I, HE working together in these programs

Avoid "empire building." Consider:--Who can do the job best?--
can it be done better by cooperation of several areas?

The wage-earning emphasis is new to us. We should admit this and be willing to learn from others.

Courses in the "commonalities" where our students would be with those from other areas could be planned cooperatively.

Concentrated effort here would reduce the retraining needed by the teachers we now have.

6. How can research on vocational education for women be expedited?

Work with colleges; suggest lists of topics for study to be made available to graduate students who are looking for problems.

Use action research.

Try to give more understanding of research to undergraduates. Better students might work on simple problems in this area.

7. With a rapidly changing occupational structure and occupational content, how can vocational instructors be hired, retrained and fired, and how can vocational courses be established, modified and discontinued rapidly enough to meet society's needs?

If we get too specific we will be in more difficulty than if we use a concept approach.

We need to identify the basics, work closely with employers--keep alert to change and get feed-back from students on the job (and their employers) then revise programs accordingly.

Following Dr. Keenan's presentation of the summary of the Thursday sessions, the group divided into three buzz groups to discuss: needed research related to the employment emphasis; immediate goals and next steps; and long-range developments needed. Summaries of these discussions follow:

RESEARCH NEEDED

Problems for research might include:

1. What are present and emerging occupations preparation for which is related to the content of home economics? Perhaps home economics educators should share in finding answers to this question because
 - a. In the process, home economics may be interpreted to employers and others, and
 - b. We can absorb their philosophy and perception of needs.
2. Would a wage-earning emphasis in our program increase holding power for some students? A longitudinal study may be needed to provide some answers.
3. What are the commonalities among all areas of vocational education? What is the special and unique contribution of home economics to the commonalities?
4. At what levels in the high school and post-high school program will education for home-economics related occupations be most effective?
5. What type of program for employment will be most effective? Experimental programs are needed.
6. What contribution can home economics make to preparation for jobs other than those directly related to home economics?
7. What do women in various occupations and their employers feel should be taught to young women contemplating employment in these fields?

IMMEDIATE GOALS AND NEXT STEPS

1. Each individual might try to determine immediate needs in her community.
 - a. Survey employment possibilities, problems or areas within employment where home economics has or might have contributed to improved ability on the job.
 - b. Make a study of needs recognized by recent high school graduates and high school dropouts.
2. Within the present program begin integrating an employment emphasis through making application of basic facts and principles to employment as well as home situations. (Some do not feel that this is desirable.) Have students explore job possibilities related to the unit they are studying.
 - a. Help teachers with these approaches at pre-service and in-service levels.

3. Interpret the proceedings of this conference to other home economics teachers, administrators, and teacher-educators.
4. Report the results of any follow-up work to the Home Economics Education staff, University of Illinois, for a follow-up report, which may be a possibility in a year or so.

IDEAS FOR LONG-RANGE DEVELOPMENTS

1. We will need to continue to clarify and interpret the image of home economics education at the secondary level; especially to make sure that an accurate image is perceived, if and when, there are changing (or additional) emphases in the curriculum.
2. New curriculum patterns will (and should) emerge.
 - a. We should explore team-teaching possibilities with other vocational areas at (1) the teacher-preparation level and (2) the high school level; for example, with business education and distributive occupations.
 - b. Textbooks and other curriculum materials will need to be developed as new emphases are added to our programs.
 - c. Generalizations in home economics content that are pertinent to new emphasis of wage-earning should be identified and new generalizations formulated if necessary.
3. Changes may have to take place in traditional or typical in-service education for home economics teachers.
 - a. As well as encouraging study and attendance at professional conferences, time off may have to be given (1) for building up understandings about and competencies in employment opportunities typical of those of high school girls; or (2) surveying need and opportunity for employment.
 - b. Encouragement of workshops to plan for new emphases with "teams" from a school so that cooperative relationships can be fostered between the home economics teacher, other teachers of vocational subjects, and the school personnel responsible for job placement and work-study programs.
4. At pre-service education level.
 - a. Instill attitude of flexibility, of being aware of trends and being ready to see how home economics fits into them.
 - b. Highlight the kind of literature one could watch for developing information about our society and its technology which would influence homes, families, and employment needs and possibilities.

A NEW LOOK AT THE VOCATIONAL PURPOSES OF HOME ECONOMICS EDUCATION

May 6-10, 1963, Urbana

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